

Proceedings
OF THE
SIXTY-SIXTH ANNUAL
CONVENTION
OF THE
Middle States Association
of
Colleges and Secondary Schools
1952

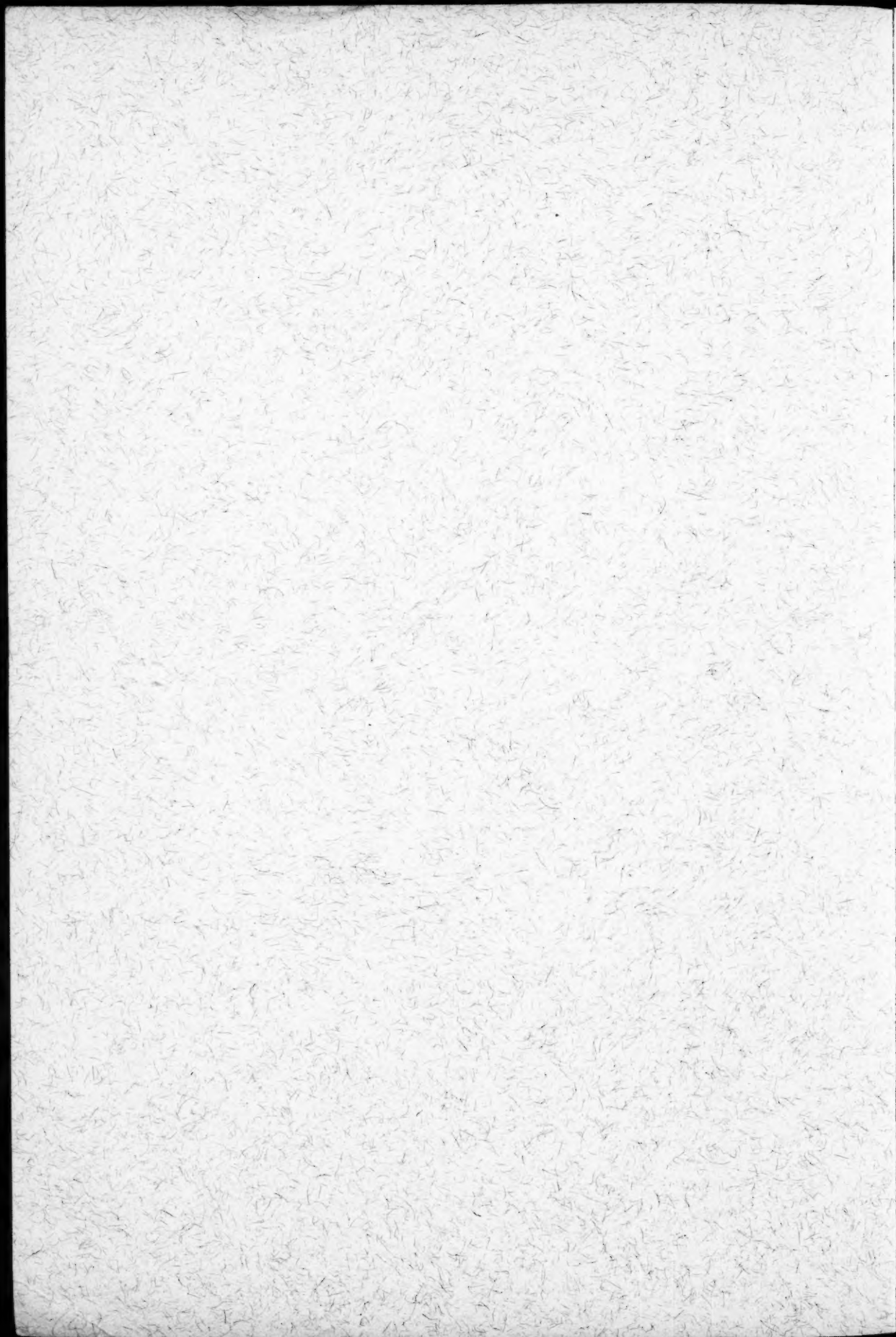
CHALFONTE-HADDON HALL, ATLANTIC CITY, N.J.
FRIDAY AND SATURDAY
NOVEMBER 28 and 29, 1952



PUBLISHED BY THE ASSOCIATION

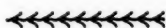
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**CHALFONTE-HADDON HALL, ATLANTIC CITY, N.J.
FRIDAY AND SATURDAY
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*The 67th Annual Convention of the Association will be held at
Chalfonte-Haddon Hall, Atlantic City, New Jersey, on Friday and
Saturday, November 27 and 28, 1953.*

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LIST OF OFFICERS, 1952-53

PRESIDENT

PAUL D. SHAFER, *President*, Packer Collegiate Institute.

VICE-PRESIDENT

WILMOT R. JONES, *Principal*, Friends School, Wilmington.

SECRETARY

KARL G. MILLER, *Dean*, University of Pennsylvania.

TREASURER

BURTON P. FOWLER, *Principal*, Germantown Friends School.

EXECUTIVE COMMITTEE

HAROLD F. COTTERMAN, *Dean of the Faculty*, University of Maryland, College Park, Md.

REV. CHARLES S. MARTIN, *Headmaster*, St. Albans School, Washington, D. C.

GEORGE A. BRAKELEY, *Vice-President*, Princeton University, Princeton, N. J.

MRS. DOROTHY B. CRAWFORD, *Principal*, Philadelphia High School for Girls, Philadelphia, Pa.

SISTER CATHERINE MARIE, *Dean*, College of Mt. St. Vincent, New York, N. Y.

JOHN A. PERKINS, *President*, University of Delaware, Newark, Dela.

LESTER W. NELSON, *Principal*, Scarsdale High School, retiring President of the Association (coopted).

E. KENNETH SMILEY, Chairman of the Commission on Institutions of Higher Education, *Ex-Officio*.

R. D. MATTHEWS, Chairman of the Commission on Secondary Schools, *Ex-Officio*.

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

TERMS EXPIRING IN 1953: Vice-President E. KENNETH SMILEY, Lehigh University, *Chairman*; President SARAH GIBSON BLANDING, Vassar College; President JOHN C. WARNER, Carnegie Institute of Technology; President EDWARD W. SEAY, Centenary Junior College; Dean HENRY GRATTAN DOYLE, George Washington University.

TERMS EXPIRING IN 1954: President CALVERT N. ELLIS, Juniata College; Principal WILMOT R. JONES, Friends School; Vice-President GEORGE A. BRAKELEY, Princeton University; Assistant Commissioner EWALD B. NYQUIST, New York Department of Education; REV. LAURENCE J. MCGINLEY, President, Fordham University.

TERMS EXPIRING IN 1955: Provost MILLARD E. GLADFELTER, Temple University; President EARLE T. HAWKINS, Towson State Teachers College; Associate Director RICHARD H. LOGSDON, University Libraries, Columbia University; Dean MARGARET T. CORWIN, New Jersey College for Women; Vice-President EDWARD K. CRATSLEY, Swarthmore College.

The President and Secretary of the Association.

Honorary Members:

FRANK H. BOWLES	GEORGE WM. MCCLELLAND
EUGENE F. BRADFORD	DAVID A. ROBERTSON
ROBERT C. CLOTHIER	HARRY A. SPRAGUE
ROY J. DEFERRARI	CHARLES C. TILLINGHAST
FREDERICK C. FERRY	

COMMISSION ON SECONDARY SCHOOLS

TERMS EXPIRING IN 1953: Headmaster GREVILLE HASLAM, Episcopal Academy; Mrs. ORDWAY TEAD, President, Briarcliff Junior College; Director of Admissions CHARLES W. BUSH, University of Delaware.

TERMS EXPIRING IN 1954: Assistant Superintendent NORMAN J. NELSON, Washington, D. C.; Professor R. D. MATTHEWS, University of Pennsylvania, *Chairman*; REV. JOSEPH G. COX, Principal, St. Thomas More Catholic High School.

TERMS EXPIRING IN 1955: Headmistress ANNE WELLINGTON, Emma Willard School for Girls; Assistant Commissioner ABLETT H. FLURY, Trenton, N. J.; Principal WENDELL DUNN, Forest Park High School.

The President and Secretary of the Association.

Honorary Member:

E. D. GRIZZELL.

REPRESENTATIVES ON THE COLLEGE ENTRANCE EXAMINATION BOARD

JOHN F. BROUGH, Woodrow Wilson Senior High School, Washington, D. C.

HENRY H. CALLARD, Gilman Country School for Boys, Baltimore, Md.

LEWIS B. KNIGHT, East Orange High School, East Orange, N. J.

JAMES E. NANCARROW, Upper Darby Senior High School, Upper Darby, Pa.

J. FOLWELL SCULL, JR., Polytechnic Preparatory Day School, Brooklyn, N. Y.

REPRESENTATIVES ON THE AMERICAN COUNCIL ON EDUCATION

GEORGE A. BRAKELEY, Princeton University.

HENRY GRATTAN DOYLE, George Washington University.

KARL G. MILLER, University of Pennsylvania.

EWALD B. NYQUIST, State Education Department, Albany, N. Y.

PAUL D. SHAFER, Packer Collegiate Institute.

E. KENNETH SMILEY, Lehigh University.

REPRESENTATIVES ON THE NATIONAL COMMITTEE OF REGIONAL ACCREDITING AGENCIES

E. KENNETH SMILEY, Chairman of the Commission on Institutions of Higher Education.

EWALD B. NYQUIST, Secretary of the Commission on Institutions of Higher Education.

KARL G. MILLER, Secretary of the Association.

FRATERNAL DELEGATES

New England Association of Colleges and Secondary Schools, WILLIAM G. SALTONSTALL, Headmaster, The Phillips Exeter Academy, Exeter, New Hampshire.

North Central Association of Colleges and Secondary Schools, T. H. BROAD, Principal, Daniel Webster High School, Tulsa, Oklahoma.

Southern Association of Colleges and Secondary Schools, JOHN PAGE WILLIAMS, Dean of Church Schools in the Diocese of Virginia, Richmond, Virginia.

SPECIAL COMMITTEE

Committee on Nominations:

CALVERT ELLIS, Juniata College.

NORMAN NELSON, Assistant Superintendent of Education, Washington, D. C.

RICHARD McFEELY, The George School.

ELIZABETH COCHRAN, The Masters School.

REV. FRANCIS L. MEADE, Niagara University, *Chairman*.

GENERAL MEETINGS OF THE ASSOCIATION

FRIDAY, NOVEMBER 28, 1952

Presiding Officer—DR. LESTER W. NELSON, Principal, Scarsdale High School, President of the Association.

10:30 A. M.—GENERAL SESSION.

Annual Meeting. Reports of Officers and Commissions.
Election of Officers.

New Developments in Accreditation in Higher Education

E. K. Smiley, Chairman, Commission on Institutions of Higher Education.

EWALD B. NYQUIST, Secretary, Commission on Institutions of Higher Education.

Improving Evaluation Procedures—Suggestions from the Field

R. D. MATTHEWS, Chairman, Commission on Secondary Schools.

IRA R. KRAYBILL, Secretary, Commission on Secondary Schools.

2:30 P. M.—GENERAL SESSION.

DR. DAEL WOLFLE, Director, Commission on Human Resources and Advanced Training.

Size and Quality of Future School and College Populations.

DR. ERNEST O. MELBY, Dean, School of Education, New York University.

Dynamic Teachers for a Dynamic Education.

DR. BURTON P. FOWLER, Principal, Germantown Friends School; Chairman, Committee on School and College Relations, Educational Records Bureau.

A New Partnership Between School and College.

7:00 P. M.—DINNER SESSION.

Greetings from Fraternal Delegates.

DR. JULIUS SEELYE BIXLER, President, Colby College.

What Europe Expects of American Education.

SATURDAY, NOVEMBER 29, 1952

9:15 A. M.—GENERAL SESSION.

DR. JOHN E. IVEY, JR., Director, Southern Regional Education Board.

Regional Cooperation in Higher Education.

GENERAL SESSION

FRIDAY, NOVEMBER 28, 1952

The sixty-sixth annual convention of the Middle States Association of Colleges and Secondary Schools was called to order at 10:30 A. M. with Dr. Lester W. Nelson, President, presiding. The invocation was delivered by Reverend Charles S. Martin, St. Albans School, Washington, D. C. Dr. Nelson then called on the Secretary of the Association for his report.

REPORT OF THE SECRETARY

KARL G. MILLER

The agenda for this annual business meeting of the Middle States Association is a very full one and it therefore seems appropriate for the report of the Secretary to be as brief as possible. First I should like to remind you that a year ago the report of the Secretary closed with the recommendation by the Executive Committee for the adoption of a new By-Law establishing a "Board of Review to consider actions by the two Commissions." The proposal was adopted unanimously and I wish to report to you that during the past year the Board of Review has not been called upon to consider actions by either of the two Commissions.

Three major projects have concerned the Executive Committee during the year. The first has involved significant changes in the standards, operations and financial support of the Commission on Institutions of Higher Education, all of which will be presented for your action later in this annual business meeting. The second project was logically related to the first in that if changes were to be made in the Constitution and By-Laws with particular reference to the Commission on Institutions of Higher Education it seemed appropriate at the same time to scrutinize the Constitution and By-Laws as a whole and to recommend certain other changes which would bring them in line with established practice. At the meeting of the Executive Committee on March 15, 1952, the President of the Association was authorized to appoint a special committee on the revision of the Constitution and By-Laws. That Committee, comprising Principal Waldro Kindig of the Plainfield High School, Principal Lemuel Johnston of the Clifford J. Scott High School, East Orange, New Jersey, and Principal Harold Ferguson of the Montclair Senior High School, as Chairman, has presented a series of recommendations which have been approved by the Executive Committee. Proper notification of the proposals has been given to

all member institutions and a vote will be taken at this meeting by written ballot.

The third important project has been the preparation of an information booklet concerning the history, organization and activities of the Middle States Association itself which would be of interest to member institutions but of very definite value to non-member schools and colleges seeking accreditation and to all persons who wish information as to the principles and policies of the Association. Following the meeting of the Executive Committee in March the President appointed a special committee on the information booklet comprising Mrs. Dorothy B. Crawford of the Philadelphia High School for Girls, Provost Millard Gladfelter of Temple University, Father Joseph G. Cox of the Saint Thomas More Catholic Boys High School, Philadelphia, and Dr. John F. Gummere of the William Penn Charter School, as Chairman. When it became evident that significant changes, particularly with reference to the Commission on Institutions of Higher Education, might be approved at this annual meeting it seemed advisable to postpone the final compilation of the information booklet until such action had been taken. Preliminary work has been done but this is merely a progress report to inform you that a new publication entitled "Information About the Middle States Association of Colleges and Secondary Schools" will be available during the coming year.

At the meeting of the Executive Committee earlier this morning a number of topics were considered and a number of actions taken which will be reported to you during this annual meeting or will be referred directly to the appropriate Commission.

During the past year representatives of the Association have attended many meetings, conferences and ceremonies. The President of the Association, Dr. Lester W. Nelson served as our fraternal delegate at the annual meetings of the New England Association in Boston and Dr. E. K. Smiley, Chairman of the Commission on Institutions of Higher Education, was our fraternal delegate at the meetings of the Southern Association of Colleges and Secondary Schools in St. Petersburg, Florida, in December 1951. President Nelson also served as our delegate to the convention of the North Central Association in Chicago in April 1952.

Other representations during the past year were as follows: Dr. E. K. Smiley: Conference on "Courses & Degrees for Military Personnel through Colleges & Universities", American Council on Education, Washington, D. C., December 1951. Mr. E. B. Nyquist: Committee on Intercollegiate Athletics, North Central Association, Chicago, Illinois, December 1951. Dr. E. K. Smiley: Special Committee on Athletic Policy, American Council on Education, Wash-

ington, D. C., January 1952. Dean Henry Grattan Doyle, Dr. E. K. Smiley, Dr. Karl G. Miller: American Council on Education, Washington, D. C., January 1952. Mr. E. B. Nyquist: 7th Annual National Conference on Higher Education and Division of Higher Education, National Education Association, Chicago, Illinois, April 1952. Dr. Karl G. Miller: The American Academy of Political and Social Science, Philadelphia, April 1952. Dr. George A. Brakeley: Inauguration of Lewis W. Jones, President of Rutgers University, May 1952. Mr. E. B. Nyquist: National Committee of Regional Accrediting Agencies, Chicago, Illinois, May 1952. Dr. Earl T. Hawkins: National Commission on Teacher Education and Professional Standards, National Education Association, Kalamazoo, Michigan, June 1952. Dr. E. K. Smiley: Inauguration of Walter Consuelo Langsam, President of Gettysburg College, October 1952. Dr. Paul Dawson Eddy: Inauguration of David Marion Delo, President of Wagner Lutheran College, November 1952. Mr. Donald K. Angell: Joint Committee on Educational TV Conference of Delegates, Hershey, Pennsylvania, November 1952.

During the next two weeks Dr. Paul D. Shafer will attend the meetings of the New England Association in Boston and Dr. R. D. Matthews will be our fraternal delegate to the meetings of the Southern Association in Memphis, Tennessee.

ANNUAL REPORT OF THE TREASURER

September 1, 1951 to August 31, 1952

Balance in Checking Account, September 1, 1951	\$2,887.33
Balance in Savings Account, September 1, 1951	108.59
U. S. Savings Bonds, Series "G"	8,000.00

Receipts

Dues	\$19,885.00
School Evaluation Fees	7,220.00
College Inspection Fees	4,512.41
Refund—Advanced for Inspections, etc.	2,912.61
Miscellaneous Income	18.00
Interest—U. S. Savings Bonds	200.00
Interest—Savings Account	1.33

\$34,749.35

Expenditures

Annual Convention Expenses	958.29
Annual Proceedings	2,443.19
Executive Committee Meetings	148.31
Expenses to Regional Meetings	463.45
Expenses to Other Meetings	338.32
Expenses, National Committee	249.21
Miscellaneous (taxes, etc.)	440.86

5,041.62

Secretary's Office

Honorarium and Salary	1,270.00
Correspondence, Printing, Petty Cash	457.18

1,727.18

Treasurer's Office

Honorarium and Salaries	900.00
Correspondence and Printing	65.62
Notary and Postage	50.00
Bonding Treas., Audit, etc.	96.00

1,111.62

Commission on Higher Institutions

Honoraria and Salary	1,500.00
Correspondence, Printing	1,393.94
Equipment	37.50
Commissions Meetings	2,115.87
Inspections	3,519.19
Advanced for Inspection Costs	3,500.00
Miscellaneous	730.95

12,797.45

Commission on Secondary Schools

Honoraria and Salaries	8,519.80
Correspondence, Printing, Telephone	785.29
Equipment	301.25
Travel	577.55
Meetings, Contingent	110.68
Petty Cash, Misc.	362.41

10,656.98

\$31,334.86

Operating Profit, 1951-52	\$3,414.49
Balance in Checking Account, August 31, 1952	6,300.49
Balance in Savings Account, August 31, 1952	109.92
U. S. Savings Bonds, Series "G"	8,000.00

BURTON P. FOWLER,
Treasurer.

AUDITOR'S REPORT

October 29, 1952

To the Officers of
Middle States Association of
Colleges and Secondary Schools
Philadelphia, Pennsylvania

Gentlemen:

At your request, we have completed an examination of the books and records of Burton P. Fowler, Treasurer of the Middle States Association of Colleges and Secondary Schools for the fiscal year ended August 31, 1952, and we submit herewith an Exhibit showing the receipts and expenditures during the period, together with the balances in cash and investment accounts as of the period September 1, 1951 to August 31, 1952.

Cash received and deposited, as recorded in your books, agrees with the statements received from the Girard Trust Corn Exchange Bank.

Expenditures, as recorded, were supported by vouchers on file in your office. All cancelled checks were examined by us for proper signature and endorsement.

We found the books to be well kept, and wish to express our appreciation for the courtesies extended to us during our examination.

Respectfully submitted,

ROY A. WRIGHT & COMPANY
(Signed) Roy A. Wright

REPORT OF THE COMMISSION ON INSTITUTIONS
OF HIGHER EDUCATION

EWALD B. NYQUIST, *Secretary*

I have the honor, on behalf of the Commission on Institutions of Higher Education, to present the actions taken since the last annual Association meeting on November 23, 1951 by the Commission, on reports submitted to it by its committees based on evaluations made of member and non-member institutions. These actions are only to be reported for the minutes and require no formal approval by the general assembly of the Association.

The following institutions were evaluated by the Commission, voted accreditation, and are, therefore, new members of the Association:

Accredited as of April 25, 1952

Academy of the New Church, Bryn Athyn, Pennsylvania
Alliance College, Cambridge Springs, Pennsylvania
Caldwell College for Women, Caldwell, New Jersey
Monmouth Junior College, Long Branch, New Jersey

Accredited as of June 1, 1952

Iona College, New Rochelle, New York

Accredited as of June 27, 1952

St. Joseph's Seraphic Seminary, Callicoon, New York

On behalf of the Commission it gives me a great deal of personal pleasure to welcome these institutions into the membership of the Association.

The following member institutions were re-evaluated, continued on the accredited list, and reaffirmed as member institutions of the Association:

Reaffirmed as of November 24, 1951

American University, Washington, D. C.

Reaffirmed as of April 25, 1952

Centenary Junior College, Hackettstown, New Jersey
Dunbarton College of the Holy Cross, Washington, D. C.
Elmira College, Elmira, New York
Hershey Junior College, Hershey, Pennsylvania
Immaculata Junior College, Washington, D. C.
Lebanon Valley College, Annville, Pennsylvania
Moravian College and Theological Seminary, Bethlehem, Pa.
Mount Aloysius Junior College, Cresson, Pa.
Newark College of Engineering, Newark, New Jersey

St. Bonaventure University, St. Bonaventure, New York
St. John's University, Brooklyn, New York
St. Joseph's College for Women, Brooklyn, New York
Seton Hall University, South Orange, New Jersey
State Teachers College, Shippensburg, Pa.
Western Maryland College, Westminster, Maryland

Three member institutions were re-evaluated, but for reasons of weight, final decision on the reports concerned will be delayed until future meetings of the Commission.

Finally, three non-member institutions were evaluated and denied accreditation.

I should like to call your attention to certain important specific activities of the Commission.

1. The state education departments of New Jersey and Maryland in addition to that of New York, which has previously been reported to you, are now cooperating with the Commission by providing a representative to join with the committees conducting evaluations, under the auspices of the Commission, of higher institutions incorporated within the states indicated. The Commission will work towards the goal of having the cooperation of all states within the geographical scope of its operations in this important matter.

2. The Commission as was promised last year, has added specific standards to its "Standards for Accreditation" relating to the evaluation of intercollegiate athletic programs. The primary concern of the Commission is the educational effectiveness of the institution. The Commission does not now hesitate, when in its judgment this effectiveness has been jeopardized or lessened, to admonish or in extreme cases, to drop the institution concerned. For some years, the Commission has not systematically given specific attention to athletics as affecting educational effectiveness. By including in its Standards a section on intercollegiate athletic programs, the Commission specifically includes that area of activity as one which affects the educational effectiveness of an institution.

These standards have been applied to all institutions conducting intercollegiate athletic programs which were evaluated last Spring. The Standards represent fundamental, workable, and equitable standards for evaluating intercollegiate athletics as a phase of an institution's total educational program.

A report of two meetings with the Eastern College Athletic Conference held for the purposes of discussing problems of mutual concern and interrelationships of the two agencies will be made later

to you by the Chairman. A proposal for your consideration of far-reaching import will be presented for action by the Association.

3. Extensive editorial revision of the Commission's Standards for Accreditation and of its various documents which aid persons conducting evaluations have been made. Furthermore, all of the Commission's literature will be printed and bound in booklet loose-leaf form for facility in handling and in communication. These will be available on or about February first next.

4. The Commission has devoted considerable time to the formulation of certain proposals which will be laid before you this morning for action. They concern

a) An increase in dues for higher institutions in order to support full-time personnel for the Commission in discharging its ever-increasing load of work.

b) Changes in the criteria concerning eligibility for evaluation and hence membership in the Association, which, if adopted, will have profound influence in the development of accreditation as it relates to higher institutions in America.

c) Significant advances in the promotion of cooperative relationships with professional accrediting agencies in line with the Commission's now traditional policy of pooled evaluation and accreditation.

The Commission evaluated two large and complex institutions this fall: The University of Pennsylvania and the University of Pittsburgh. The reports are not yet available for action.

For this coming year, the work load of the Commission is again in unprecedented volume. A total of approximately thirty-five institutions will be evaluated prior to the next annual meeting. Over 300 evaluators will be needed.

The Commission depends entirely on your support and on the cooperation of the members of your staffs in order to consummate its mission. The Commission, a creature of the Association, is appreciative of the gracious way in which this cooperation has been manifested so faithfully in the past. This is the critical year in accrediting activity at the level of higher education. The Middle States Association of Colleges and Secondary Schools has surely forged ahead to a foremost place in evaluative work. It is entirely possible that the actions you will be asked to take here today on proposals to be placed before you, can mold for some time to come, the pattern from which will be cast the evaluation policies and procedures not only of this society, but of some other regional accrediting agencies as well.

REPORT OF THE CHAIRMAN OF THE COMMISSION

E. KENNETH SMILEY, Lehigh University

MR. PRESIDENT, MEMBERS OF THE ASSOCIATION:

The report of the Secretary of the Commission which Mr. Nyquist has just presented to you is both a report of achievement and a report of progress. It contains indisputable evidence of the increasing amount of work accomplished by members of the Commission and by the representatives of member institutions who have so generously and so effectively conducted the evaluations and re-evaluations of junior colleges, colleges and universities located in these Middle States. Such a report might very properly be amplified to suggest the extent to which the concern and activity of the Commission extend well beyond the processes of visitation, consideration of the report of a visiting committee, and submission of a report to the institution visited. Many of the representatives here present will appreciate the conferences and the correspondence which precede an evaluation by the Commission and the further conferences and supplementary reports which follow the action of the Commission. Notwithstanding the time and effort involved, the members of your Commission would not have it otherwise. We are convinced that such conferences, such exchange of experience, and such critical analysis, are of inestimable value to the institution participating directly in the experience and to the institutions whose representatives conduct the visitation and contribute to the judgments of the Commission.

Mr. Nyquist's report has also suggested something of the time which has gone into development of plans and programs for the years ahead. Some of those plans have been crystalized to specific proposals which will be presented to you as recommendations at this meeting.

Last year your Commission reported the establishment of a Special Committee on Projects to cooperate with those institutions engaged in experimental projects, to test the adequacy of several types of preparation for college work. The Committee has maintained correspondence with several colleges engaged in such experimentation and has communicated with the officers of the College Entrance Examination Board looking toward a basic and far-reaching study into the whole question of what constitutes adequate preparation for higher education. We find the officers of the College Entrance Examination Board keenly interested in this problem and already engaged in exploratory surveys and inquiries. Your Commission will continue its efforts to determine and define what constitutes adequate preparation for college work.

From time to time during the past twenty years the Commission on Institutions of Higher Education has recognized that there are in this area a number of institutions of higher education performing a useful and valuable service, but ineligible for membership in the Middle States Association because of our requirement that membership shall be limited to those institutions "devoted to and offering at least two years of higher education in the liberal arts and sciences". At the meeting of the Commission in April of this year, the Commission, after considering the problem at some length, directed the Chairman to appoint a special committee to study the implications of a proposal to change the criteria for evaluation by the Commission in order to include types of higher institutions other than those now considered eligible for evaluation, and to report to a subsequent meeting of the Commission. Such a committee met on July 30, 1952 and formulated a recommendation which was presented to a special meeting of the Commission on September 2, 1952 at the Princeton Inn, Princeton, New Jersey. The Commission at its special meeting recognized that the trend in accreditation is markedly and emphatically away from multiple visits and inspections and toward the discouraging of new accrediting associations. The Commission noted that representatives of State Departments of Education at the meeting held with the Commission on November 1, 1951 urged that all institutions of higher education be made eligible to qualify for membership in this association; that the whole effort and program of the National Commission on Accrediting is directed toward the minimizing of accreditation by specialized agencies and that the desires, needs and merits of certain specialized institutions themselves cannot be ignored by an association which describes itself as "a membership of educational institutions joined for mutual encouragement and helpfulness. Its purpose is the improvement of educational programs and the facilities for broadening of educational opportunity". After careful consideration of the problems posed by the necessity of developing criteria for specialized institutions, the Commission unanimously voted to recommend to this convention the following statement of criteria for evaluation and hence for membership in the Middle States Association of Colleges and Secondary Schools. Statement to read as follows: "An institution eligible for membership in the Association and hence for inclusion in the list of accredited higher institutions is a state, municipal or incorporated private institution not operated for profit, devoted to and offering at least two years of higher education at the undergraduate level or one year at the graduate level with an enrollment sufficiently large to make possible the continuance of a cohesive and well-planned program, operating under legal authority

granted by the state or national government, granting its degree or diplomas by virtue of that authority, having already granted degrees or diplomas to one or more graduating classes; and requiring for admission the completion of an appropriate secondary school curriculum or satisfactory evidence of equivalent educational achievement.

The following types of institutions are considered as coming under the preceding definition: junior colleges, four-year colleges and universities, teachers colleges, those professional and graduate schools not constituent components of colleges and universities otherwise eligible for membership, and specialized and technical institutions".

The changes proposed in this statement consist of elimination of the phrase "in the liberal arts and sciences" and adding "at the undergraduate level or one year at the graduate level" with the effect that the Commission may be authorized to evaluate an institution not offering two years of liberal arts such as technological institutes, professional schools, and graduate schools. The proposed statement also eliminates the sentence "the Commission will not consider for accreditation any institution whose program is narrowly vocational or professional".

The recommendation of the Commission also provides that if the new statement on criteria for evaluation is adopted by the Association additional listings will be provided in the Bulletin of Accredited Colleges, Junior Colleges and Secondary Schools of the Middle States Association directly after the list of accredited colleges to include professional, specialized and technical institutions. It is further recommended that the new criteria if adopted by this Association will become operative at a date which shall not precede January 1, 1954.

Mr. Chairman, on behalf of the Commission on Institutions of Higher Education, and with the unanimous approval of the Executive Committee of this Association, I move that the proposed statement of criteria for evaluation and hence for membership in this Association be approved to become operative at a date to be determined by the Commission on Institutions of Higher Education, but not prior to January 1, 1954.

(Dr. Smiley's motion was properly seconded and President Nelson called for discussion. A delegate raised the question as to whether the Association was being asked to approve criteria and standards which had not yet been formulated. Dr. Smiley made it clear that the adoption of his motion would provide authority for the development of criteria which would permit the bringing into membership of institutions now declared ineligible by the present

requirement of two years of liberal arts work and that such criteria would later be submitted to the Association for adoption. This point having been clarified President Nelson put the motion to a voice vote and announced that it was unanimously carried.)

Dr. Smiley then concluded his report by expressing his appreciation and that of the Commission for the cooperation received from member institutions during the past year. He stated that, "The relationships which your Commission has been carrying on with other regional associations, with the National Commission on Accrediting and with the specialized agencies referred to heretofore has indicated to our gratification that the work of this Association is being watched with a great deal of interest and is, in fact, being imitated in some quarters. It is only the generous and enthusiastic response of the member institutions in making available to us the advisors and the counsel of the members of the Commission as you elect them which makes it possible for us to carry on this work which we believe is definitely worth doing. On behalf of the Commission and for myself personally I wish to express sincere thanks."

REPORT OF THE COMMISSION ON SECONDARY SCHOOLS

R. D. MATTHEWS, University of Pennsylvania, *Chairman*

PRESIDENT NELSON, DELEGATES AND FRIENDS OF THE ASSOCIATION: It is not necessary to report to you that this has been a busy year with the Commission on Secondary Schools. When we have a peak year, as this year has been, you become aware of it by being called upon for additional service. We could not do the work without you and we gladly do it with you. My report this year includes brief comments on five items discussed by the Commission at its recent meeting.

The committee to develop an extension of evaluative materials to include religion, which was in the process of formation at the time of the last annual meeting, has been working under the able chairmanship of Dr. Haslam of Episcopal Academy. A short progress report will be presented at the meeting which follows. When a similar report was given at the last Commission meeting, it was felt that encouraging progress was being made.

The Commission received a complaint from directors of audio-visual instruction aids in Pennsylvania. This group felt that more extensive attention should be given to these aids in the evaluation materials for secondary schools and that the evaluation should be separated from that of Library Services. We shall call the attention

of the chairman of visiting committees to this complaint and also suggest to the complainants that they request the Cooperative Study of Secondary School Standards, the committee responsible for the development of the 1950 Edition of the Evaluative Criteria, to give consideration to a more satisfactory arrangement of the materials in relation to visual aids.

The Commission on Secondary Schools has been asked to cooperate with the Eastern College Athletic Conference in its efforts to eliminate abuses or undesirable practices in relation to intercollegiate athletics. If one may judge from a recent article in a popular magazine, there are also some undesirable practices in interscholastic athletic activities. Following a procedure similar to that of our Commission on Institutions of Higher Education, we are asking the chairmen of visiting committees to pay special attention to interscholastic athletic activities during the evaluation of schools. If unsatisfactory conditions involve higher institutions, we shall report the facts to the appropriate commission. We feel that we should actively cooperate with agencies which are trying to eliminate the evils which were identified by the American Council on Education Committee.

As a result of a requirement in Public Law 550, "The Korean Veterans Act", the national office of education has published a list of "nationally recognized accrediting associations". The Middle States Association appears on that list. Schools on our accredited list may have their courses approved for veterans training as "accredited courses" and enrollment in such courses is not restricted as to the proportion of non-veteran students. This may not be important to our member schools, but it may serve as an incentive for non-member private schools to apply for accreditation.

During the past year, a list of Schools for American Dependents Abroad which have been accredited by the North Central Association under a cooperative arrangement with all regional associations has been sent to member colleges. Members of the Commission on Secondary Schools thought that occasionally heads of schools would find such a list useful and so we are planning to extend the distribution to all member schools.

We expect a reduction in the number of schools to be evaluated this year. Although we will still be busy, we hope that if we can be of service you will not hesitate to call upon us. Dr. Kraybill, the Executive Secretary of the Commission, will report the new schools which have been recently accredited.

REPORT OF THE EXECUTIVE SECRETARY

IRA R. KRAYBILL

PRESIDENT NELSON, LADIES AND GENTLEMEN: Apart from the factual statements which need to be made, what I shall say will be very brief in view of the heavy program which we have this morning.

The Commission on Secondary Schools is responsible for the policies of its program. Policies must, however, be implemented and the way in which policies are applied is of very great importance. I am deeply conscious of the responsibility which the execution of these policies places upon me. An experience of nearly eight years of work in the office of the Commission has led me to believe that in some ways we, all of us together, have discovered a new way of approaching educational problems.

The difference between authoritarian practice and democratic practice is the difference between direction and cooperation. Until rather recently, although much was said about democratic procedures in education, there was little practical demonstration of these procedures in the educational world. Philosophies were expressed and programs were developed from the top and handed down along the line. The proper use of the Evaluative Criteria is in sharp contrast to this. Everyone in the school, from the head to the newest and least experienced teacher, yes, even to the pupils, the non-professional staff, and the parents, may share in thinking about the program of the school. This seems to give each individual a genuine responsibility for the welfare of the school. It is sometimes an uncomfortable responsibility because it cannot easily be shifted to the shoulders of someone higher up, but there it is.

If our program is to be one of mutual concern, the selection of committees to visit schools is of great importance. We have been trying for years to get a wide spread of interests and experience on these committees because if we really believe in the cooperative process then no particular group should have the final word in determining what is a good school and what practices might be improved. The only way we can arrive at the truth is to have all points of view expressed so that from these divergent expressions we may arrive at a fair appraisal.

The competence of these heterogeneous committees is a tribute to our profession. Such results can come only if every point of view has a fair chance to be expressed freely.

We in the office, therefore, can hope that the nearly 2,000 members of visiting committees, each of whom spent three long days on these visits, and the 146 chairmen, each of whom spent at least a

week in volunteer service, have done something to get a common ground for the education of boys and girls in the secondary schools of the Middle States. For these inarticulate boys and girls, may I express to you, co-workers in this program, their unspoken gratitude.

The following schools have been added to the list of accredited schools and to membership in the Middle States Association:

Maryland

Wiley H. Bates High School, Annapolis, Maryland
Carver High School, Towson, Maryland
Franklin High School, Reisterstown, Maryland
Laurel High School, Laurel, Maryland
Milford Mill High School, Baltimore 7, Maryland
North Harford High School, Pylesville, Maryland
Saint Marys High School, Annapolis, Maryland
Frederick Sasser High School, Upper Marlboro, Maryland
Sollers Point High School, Dundalk 22, Maryland
Sparks High School, Sparks, Maryland
Sparrows Point High School, Sparrows Point, Maryland
Oxon Hill High School, Washington, D. C.

New Jersey

Pleasantville High School, Pleasantville, New Jersey
Union High School, Union, New Jersey

New York

East Rochester High School, East Rochester, New York
Penfield Central School, Penfield, New York
Union Free High School, Harrison, New York

Pennsylvania

Athens High School, Athens, Pennsylvania
Bethel Borough High School, Library, Pennsylvania
Catholic High School, Harrisburg, Pennsylvania
Delone Catholic High School, McSherrystown, Pennsylvania
Fountain Hill High School, Bethlehem, Pennsylvania
Kittanning High School, Kittanning, Pennsylvania
Abraham Lincoln High School, Philadelphia, Pennsylvania
Rostraver Twp. High School, Pricedale, Pennsylvania
Unionville Jt. Consolidated High School, Unionville, Pennsylvania
York Catholic High School, York, Pennsylvania
Girls' Seminary, Academy of the New Church, Bryn Athyn, Pennsylvania
Boiling Springs High School, Boiling Springs, Pennsylvania

NOVEMBER 1952

STATE	New Schools Considered	New Schools Accredited	New Schools Not Accredited	Old Schools Evaluated	Old Schools Considered	Old Schools Accredited	Old Schools Dropped	Total Considered	Total Accredited	Old Schools Not Considered	January 1953
Delaware	—	—	—	3	12	11	1	12	11	16	27
Washington, D. C.	—	—	—	6	10	10	—	10	10	19	29
Maryland	13	12	1	6	12	11	1	25	23	42	65
New Jersey	3	2	1	35	73	73	—	76	75	119	194
New York	3	3	—	17	45	44	1	48	47	95	142
Panama Canal Zone..	—	—	—	—	—	—	—	—	—	2	2
Pennsylvania	12	12	—	49	137	135	2	149	147	194	341
Europe	—	—	—	—	—	—	—	—	—	1	1
Totals	31	29	2	116	289	284	5	320	313	487	801

REVISION OF THE CONSTITUTION AND BY-LAWS

As the next order of business President Nelson called for action on proposed amendments to the Constitution and By-Laws. He referred to the detailed statement concerning the proposed revision which had been mailed to all member institutions on October 1, 1952. This communication is reproduced in full herewith.

MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Office of the Secretary

University of Pennsylvania

PROPOSED CHANGES IN CONSTITUTION AND BY-LAWS

A number of changes in the Constitution and By-Laws of the Middle States Association will be presented for adoption at the coming convention. The proposed changes were formulated by a special committee comprising Waldro Kindig, Lemuel R. Johnston, and Harold A. Ferguson, Chairman, and have been unanimously approved by the Executive Committee of the Association. This communication constitutes formal notification that these changes will be voted upon at the annual business session to be held on Friday morning, November 28th, at Chalfonte-Haddon Hall, Atlantic City, New Jersey. The present Constitution and By-Laws have been presented in full in the 1951 Proceedings, pages 36 to 39. The following changes are now proposed:

A. To Provide for Present Geographical Distribution and for Accreditation and Membership in the Association

Present Article II, Section 1

Any higher institution or secondary school accredited by the appropriate Commission, or the office of any State or local department of public education or of any system of parochial and private secondary schools, or any other educational organization within the States of New York, New Jersey, Pennsylvania, Delaware, Maryland, and the District of Columbia may be received into active membership in this association upon approval of the Executive Committee.

The present Constitution defines the geographical area served by the Association with no provision for the institutions in Puerto Rico, the Canal Zone, and Switzerland which have been accredited members for a number of years. It has long been established practice that approval by the appropriate Commission constitutes accreditation and provides membership in the Association. The present Constitution places this responsibility on the Executive Committee. It is therefore proposed to expand Article II, Section 1 to three sections which will reflect long established practice. If the proposed changes are approved the present Sections 2 and 3 of Article II will be renumbered 4 and 5. Following is the proposed revision of Article II, Section 1.

Proposed Article II

Section 1

Any higher institution or secondary school accredited by the appropriate Commission within the States of New York, New Jersey, Pennsylvania, Delaware, Maryland, and the District of Columbia will be received into active membership in this Association upon the payment of the annual accredited-membership fee.

Section 2

The office of any state or local department of public education or any system of parochial or private secondary schools, or any other educational organization in the geographical area served by the Association, may be received into active membership by action of the Executive Committee.

Section 3

Higher institutions or secondary schools located outside of continental United States may become active members in the Association if first approved by the Executive Committee with reference to geographical location and then accredited by the appropriate Commission.

B. Authorization of Payments by the Treasurer

Present Article IV, Section 4

The treasurer shall receive and hold all moneys of the association and shall pay out the same upon a written order of the president or the secretary.

Because of the greatly increased activities of both Commissions since the present Constitution was adopted it has become established practice for the Treasurer to make payments upon the authorization of the responsible officers of the two Commissions based upon the annual budget and upon appropriations previously approved by the Executive Committee. It is therefore proposed to revise Article IV, Section 4 so as to give the Executive Committee authority to designate which officers of the Association or the Commissions may sign vouchers against the Treasury. The revised statement reads as follows:

Proposed Article IV, Section 4

The Treasurer shall receive and hold all moneys of the Association and shall pay out the same upon a written order of the President or the Secretary or as otherwise directed by the Executive Committee.

C. Procedure for Changes in the Constitution and By-Laws

Present Article XI, Section 1

This Constitution may be amended at any regular meeting by a vote, by ballot, of two-thirds of the institutions represented at said meeting, provided the executive committee has been notified, through the secretary, of such proposed alteration or amendment at least sixty days prior to the meeting.

The present Constitution provides only that the Executive Committee shall have been notified in advance of proposed changes in

the Constitution. It has long been established practice to notify all member institutions of such proposed changes. The provision that notice must be given at least sixty days prior to the annual meeting would necessitate sending such notices early in September when many member institutions are not yet in session. It is therefore proposed to reduce the period of notification to thirty days. Changes in the Constitution which have been made during the past ten years have been approved by virtually unanimous votes. It has therefore seemed unnecessary to require that all such votes be taken by written ballot. This is with the understanding that written ballots will be available and will be employed if there is significant division in the voice vote. The proposed statement concerning changes in the Constitution reads as follows:

Proposed Article XI, Section 1

This Constitution may be amended at any regular meeting by a vote of two-thirds of the institutions represented at said meeting, provided the membership has been notified, through the Secretary, of such proposed alteration or amendment at least thirty days prior to the meeting.

D. Increase in Accredited-Membership Fees for Institutions of Higher Education

Present Article VII, Section 1

To defray the expenses of the meetings of the association and services to member institutions, there shall be an accredited-membership fee payable annually by each member institution. The membership fee for colleges and universities shall be \$40 per year, for junior colleges \$25 per year, for secondary schools \$15 per year and for educational organizations and associations \$10 per year. (In case a deficit should occur, it shall be provided for by special action of the executive committee.)

Present By-Law 4

A condition of being placed upon or of maintaining a place upon an accredited list of the association shall be membership in the association and the payment of annual dues.

The Commission on Institutions of Higher Education has found it necessary to recommend an increase in the annual membership fees for junior colleges, colleges and universities. The proposed increase has been unanimously approved by the Executive Committee of the Association and a full statement as to the reasons for the increase will be sent to each institution of higher education in the near future. No change is contemplated in the accredited-membership fee for secondary schools or in the annual dues of organizational members. The special committee on the revision of the Constitution and By-Laws recommends, however, that the amount of accredited-membership fees and annual dues should be specified in the By-Laws rather than in the Constitution. The Executive Committee of the Association concurs in this recommendation. It is therefore proposed that only the first sentence of the present Article VII, Section 1 be retained in the Constitution and that By-Law 4 be expanded to include a statement of the accredited-membership fees

for different classes of institutions with a new By-Law 5 to indicate the annual dues for educational organizations. If the proposed By-Law 4 and By-Law 5 are adopted then the present By-Laws 5 and 6 must be renumbered 6 and 7.

Proposed Article VII, Section 1

To defray the expenses of the meetings of the Association and services to member institutions, there shall be an accredited-membership fee payable annually by each member institution.

Proposed By-Law 4

A condition of being placed upon or of maintaining a place upon an accredited list of the Association shall be the payment of the annual accredited-membership fee. The membership fee for colleges and universities with an enrollment of more than one thousand students shall be \$150 per year; for colleges and universities with an enrollment not exceeding one thousand students the fee shall be \$100 per year; for junior colleges \$50 per year; and for secondary schools \$15 per year.

Proposed By-Law 5

The annual dues for educational organizations holding active membership in the Association as provided in Article II, Section 2 of the Constitution shall be \$10 per year.

Whether or not the proposed changes in the Constitution and By-Laws are adopted they will be voted upon by written ballot at the annual business session of the 66th annual convention of the Association. Each member institution is entitled to cast one vote and a delegate should therefore be designated to attend the annual meeting with authority to cast the vote of each institution.

October 1, 1952

KARL G. MILLER, Secretary
Middle States Association

Ballots for the formal vote on the amendments to the Constitution and By-Laws were distributed, with President Nelson emphasizing the fact that each member institution is entitled to only one vote even though a number of representatives might be present. It was stated that the ballots were to be deposited in a ballot box at the registration desk before 2:30 P. M. when the afternoon session would begin. President Nelson then conducted a discussion of the proposed changes as presented on the ballot. He called attention to the fact that item V on the ballot providing for a significant increase in the annual membership fees of colleges and universities would be discussed fully at the adjourned session for representatives of institutions of higher education. He stated that delegates representing secondary schools were fully qualified to vote on item V but would probably wish to leave the decision to the delegates from higher institutions. Various questions were raised from the floor and all of the proposed amendments except item V were discussed and clarified. The only significant difference of opinion developed

with reference to item II on the ballot proposing a change in Article II, Section 1 of the Constitution to provide for accreditation by the appropriate Commission without requiring a vote by the Executive Committee. Question was raised as to whether the favorable decision of a Commission should not be approved by the Executive Committee or by the Association as a whole before accreditation and membership in the Association became effective. The Chairman of the two Commissions explained the reasons for the established procedure and for changing the Constitution as proposed.

A copy of the ballot showing the final tally of votes cast is presented herewith. The vote on item V providing an increase in the accredited-membership fees for colleges and universities and providing that the statement of annual fees for all member institutions and organizations shall be transferred from the Constitution to the By-Laws was adopted by a vote of 105 to 9. Analysis of this vote shows that affirmative votes were cast by 83 colleges, 8 junior colleges, 12 secondary schools and 2 educational organizations. The 9 negative votes were all cast by colleges. The Constitution and By-Laws of the Middle States Association as amended and revised are to be found on pages 37 to 40 of these Proceedings.

BALLOT—NOVEMBER 28, 1952

Vote on proposed changes in Constitution and By-Laws of the Middle States Association of Colleges and Secondary Schools (each member institution is entitled to one vote).

- I. Change in Article II, Section 1 of the Constitution to provide for the accreditation and membership of institutions outside of the States of New York, New Jersey, Pennsylvania, Delaware, Maryland and the District of Columbia.
In Favor 210 Opposed 5
- II. Change in Article II, Section 1 to provide for accreditation by the appropriate Commission without requiring a vote by the Executive Committee.
In Favor 166 Opposed 46
- III. Change in Article IV, Section 4 of the Constitution to provide for payments by the Treasurer not only "upon written order of the President and the Secretary" but also "as otherwise directed by the Executive Committee."
In Favor 210 Opposed 5
- IV. Change in procedure for amending the Constitution of the Association by which notification of proposed changes must be given to all member institutions and not only to the Executive Committee.
In Favor 212 Opposed 0

Notification of at least thirty days in advance instead of sixty days.

In Favor 196

Opposed 15

Written ballot not necessarily required unless there is a divided vote.

In Favor 178

Opposed 25

- V. Change in Article VII, Section 1 of the Constitution and in By-Law 4 to increase accredited-membership fees to \$150 per year for colleges and universities with an enrollment of more than a thousand students; to \$100 per year for colleges and universities with an enrollment not exceeding one thousand students; and to \$50 per year for junior colleges.

In Favor 105

Opposed 9

- VI. Changes in the numbering of present Sections of the Constitution and of By-Laws necessitated by the adoption of some or all of the proposals above.

In Favor 212

Opposed 0

Signed

Representing

Member Institution

REPORT OF THE NOMINATING COMMITTEE

The report of the Nominating Committee was presented by Reverend Francis L. Meade, President of Niagara University. The other members of the Committee were Calvert Ellis, Juniata College; Norman J. Nelson, Assistant Superintendent of Education, Washington, D. C.; Richard McFeely, The George School, and Elizabeth Cochran, The Masters School.

The nominations included: for President, Paul D. Shafer, President, Packer Collegiate Institute, Brooklyn, New York; for Vice-President, Wilmot R. Jones, Principal, Friends School, Wilmington, Delaware; for Secretary, Karl G. Miller, Dean, University of Pennsylvania, Philadelphia; for Treasurer, Burton P. Fowler, Principal, Germantown Friends School, Philadelphia; as members of the Executive Committee: Harold F. Cotterman, Dean of the Faculty, University of Maryland, College Park, Maryland; Reverend Charles S. Martin, Headmaster, St. Albans School, Washington, D. C.; George A. Brakeley, Vice-President, Princeton University, Princeton, New Jersey; Mrs. Dorothy B. Crawford, Principal, Philadelphia High School for Girls, Philadelphia; Sister Catharine Marie, Dean, College of Mount St. Vincent, New York City; John A. Perkins, President, University of Delaware, Newark, Delaware.

For the Commission on Institutions of Higher Education, terms to expire in 1955: Millard E. Gladfelter, Provost, Temple Univer-

sity, Philadelphia; Earle T. Hawkins, President, Towson State Teachers College, Towson, Maryland; Richard H. Logsdon, Associate Director, University Libraries, Columbia University, New York City; Margaret T. Corwin, Dean, New Jersey College for Women, New Brunswick, New Jersey; Edward K. Cratsley, Vice-President, Swarthmore College, Swarthmore, Pennsylvania.

For the Commission on Secondary Schools, terms to expire in 1955: Anne Wellington, Headmistress, Emma Willard School for Girls, Troy, New York; Ablett H. Flury, Assistant Commissioner, Trenton, New Jersey; Wendell Dunn, Principal, Forest Park High School, Baltimore, Maryland.

There being no further nominations from the floor, it was moved that the Secretary be instructed to cast a ballot for the nominees as presented. The motion was seconded and unanimously passed.

ADJOURNED MEETING OF HIGHER INSTITUTIONS

President Nelson presided at the adjourned session for representatives of higher institutions as authorized on Dr. Smiley's motion at the preceding annual business session of the Association. The business of the adjourned session was to act on two proposals which specifically affect member institutions of higher education, namely, the proposed increase in annual accredited-membership fees and the proposal that the Commission on Institutions of Higher Education be authorized to exchange what has previously been considered confidential information with certain other cooperating agencies and organizations.

Having called the meeting to order President Nelson invited discussion of the proposed amendment to Article VII, Section 1 of the Constitution and the change in By-Law 4 which would increase the accredited-membership fees for colleges and universities with an enrollment of more than one thousand students to \$150 a year, for those with an enrollment not exceeding one thousand students to \$100 a year, and for junior colleges to \$50 a year. Dr. E. K. Smiley, Chairman of the Commission on Institutions of Higher Education was called upon to explain the reasons for the significant increase in annual fees. A number of questions were raised from the floor with replies by President Nelson, Dr. Smiley and Mr. Nyquist. There being no further discussion Dr. Smiley stated that if the vote to increase the annual membership fees was favorable he would present a motion that the new scale of fees become effective as of January 1, 1953 to be prorated for the balance of the current year.

At Dr. Smiley's suggestion President Nelson requested an informal indication by a showing of hands as to how many of the authorized delegates present at the meeting expected to vote in favor of the increase in annual fees. Although no actual count was made it was evident on the showing of hands that a large majority would support the proposal to increase the annual fees and that only seven or eight of those present intended to cast negative votes. Dr. Smiley then moved that "in the event that the official vote on this proposal is determined to be favorable the effective date for the new schedule be January 1, 1953, and that increased dues shall be prorated for the balance of the present fiscal year." President Nelson called attention to the fact that the fiscal year of the Association begins on September 1st and that if Dr. Smiley's motion was adopted the increased dues from January 1, 1953 to August 31, 1953 would be effective for two-thirds of the fiscal year.

Dr. Smiley's motion was properly seconded and after brief further discussion President Nelson called for a vote by showing of hands. He then ruled that the motion was adopted, it being "clearly evident that the majority of those voting is in favor of the prorating beginning January 1st."

President Nelson then called upon Dr. Smiley to present the second topic requiring action at the adjourned business session. Dr. Smiley reviewed the relations between the Commission on Institutions of Higher Education and the National Commission on Accrediting. He called attention to the fact that the National Commission on Accrediting is attempting to reduce the number of accrediting agencies and to place greater responsibility on the regional associations. He stated that many of the specialized accrediting agencies are now cooperating with the Middle States Association in institutional evaluations and that it has become essential to exchange with such agencies information obtained by visiting committees which has previously been considered available only to the Commission on Institutions of Higher Education and to the officers of the institution concerned. Dr. Smiley then presented the following resolution:

"Whereas, the avowed purposes of the Middle States Association of Colleges and Secondary Schools are to promote the improvement of educational programs and facilities and the broadening of educational opportunity; and

Whereas, certain associations and organizations dedicated to the improvement and promotion of specialized interests within the total programs of higher education are willing and eager to cooperate with the Commission on Institutions of Higher Education in achieving common benefits for higher Education; be it

Resolved, that the membership of the Middle States Association of Colleges and Secondary Schools does hereby empower, authorize and direct the Chairman and the Secretary of the Commission on Institutions of Higher Education to further the cooperation between the Commission and those agencies and organizations dedicated to ideals and programs consistent with those of the Middle States Association by the exchange of such privileged and confidential information as may make more effective the cooperation toward common goals by the Commission on Institutions of Higher Education and the agencies or organizations participating in such cooperative efforts. The agencies and organizations to be involved in this proposal shall be those determined by the Commission on Institutions of Higher Education to be, in fact, dedicated to programs and objectives consistent with the objectives of the Commission on Institutions of Higher Education such as the American Chemical Society, Engineers Council for Professional Development, Eastern College Athletic Conference and similar organizations."

Dr. Smiley moved the adoption of the resolution and his motion was properly seconded. A delegate then offered an amendment providing that the Commission could exchange information concerning an institution with other agencies only with the consent of the president of the institution involved. The amendment was seconded and was fully discussed with Dr. Smiley and Mr. Nyquist stating very definitely that the adoption of the amendment would largely invalidate the effectiveness of the cooperative procedures. Dr. Smiley made the following statement:

"In my judgment the effect of the amendment will be to curtail the effectiveness of the program to an appreciable extent, and for this reason. Eighty percent of the cases would not be affected one way or the other; twenty percent of the cases involving institutions applying for accreditation for the first time or institutions which have been under admonition by the Commission would find a very comforting device for preventing information from getting to another agency which might feel the same way that the Commission does. May I be more specific? In the case of athletics in particular, I can conceive of a president being very honestly and very enthusiastically reluctant to give his permission for information to be given to Eastern College Athletic Conference."

President Nelson called for a vote on the amendment by a showing of hands and ruled that the amendment was defeated. He then called for a vote on the original motion to adopt the resolution as presented. The vote was favorable by a preponderant majority. President Nelson then declared the business session of the convention officially closed and relinquished the chair to the Chair-

man of the Commission on Institutions of Higher Education for the remainder of the session.

NEW DEVELOPMENTS IN ACCREDITATION IN HIGHER EDUCATION

Following the adjourned business session Dr. E. K. Smiley, Chairman of the Commission on Institutions of Higher Education, took the chair. He referred to the brief time available for the meeting of representatives of higher institutions because of the preceding business. Dr. Smiley emphasized the concept of evaluation as conceived and conducted by the Middle States Association as involving the total institution. He stated that in some cases an institution "has attained certain fame for the excellence of work in a single department and has watched that fame continue along after the individuals responsible for excellence in that particular department have retired, or moved to other institutions or have died. We have watched the effectiveness of single departments within colleges and within universities rise and fall almost in a periodic curve. We have noticed further instances where the work of a particular department in a strong college has been restored promptly and effectively and have seen other institutions where a department has lost justifiable fame and prestige because of retirement of personnel and has not succeeded in re-establishing the quality of the work."

"That is one reason that your Commission feels such complete confidence in the program and philosophy of accrediting the total institution, for if the whole atmosphere and the resources, aims and objectives of the total institution are to attain qualifications of excellence and achievement the weak part of that institution will not be tolerated and is less likely to occur."

Dr. Smiley then went on to say, "We have also endorsed and carried out the principle of re-evaluation of all institutions whether large or small and whether strong or weak. There is one very selfish reason for that. If your Commission were devoting its time exclusively to the sub-marginal institutions I can assure you that we would arrive at a very depressed frame of mind and a somewhat distorted sense of values. So from the selfish point of view the contact and stimulation that comes from visiting the strong institutions along with the weak is of inestimable value."

"I now call upon our long suffering, effective and efficient Secretary, Mr. Ewald B. Nyquist, to tell us something about the relationships between our Association, the National Commission on

Accrediting and the National Committee on Regional Accrediting Agencies in the next ten minutes."

Mr. Nyquist stated that the Middle States Association has endorsed the laudable objectives of the National Commission on Accrediting with particular reference to the reduction of overlapping accrediting activity. The Commission on Institutions of Higher Education has been conducting difficult negotiations with all of the accrediting agencies which have not been "asked to commit complete suicide by the National Commission." Mr. Nyquist reported that not a single agency has refused to negotiate. Agreements have not as yet been reached with all of them but definite progress is being made and the program of the National Commission is having a real effect.

Mr. Nyquist then read from a general letter sent out by the National Commission reporting on a recent meeting of the Executive Committee of the Commission with official representatives of a large number of national professional organizations. The meeting was held for the purpose of explaining the National Commission's program and advising the professional organizations of their part in it. The organizations were informed that the National Commission intends that the Regional Associations will have assumed by January 1954 full responsibility for accreditation of institutions of higher education.

Mr. Nyquist then read the list of seven organizations which have been instructed by the National Commission to readjust their plans so that they make no charges for accrediting services after January 1954. He also read a longer list of organizations which have been given additional time to study the problems and will confer again with the National Commission at a later date. These organizations are free to continue their accrediting activities but not to extend them. The Commission on Institutions of Higher Education has worked out cooperative procedures with many of the organizations in the second list.

Having referred to the progress being made by the National Commission on Accrediting, Mr. Nyquist spoke briefly of the activities of the National Committee of Regional Accrediting Agencies with particular reference to a statement of the principles governing accreditation to which it is hoped all of the regional associations will subscribe. These principles are incorporated in the following resolution:

RESOLVED, that the Middle States Association of Colleges and Secondary Schools subscribes to the following general principles in conducting evaluations of institutions of higher learning and in seeking cooperation of accrediting agencies of specialized interests:

1. Accrediting shall be used as a stimulus to growth and development rather than be merely inspection and standardization based upon minimum standards.
2. As a corollary to the foregoing principle, one of the major aims of the accrediting process shall be institutional self-evaluation, thereby stimulating improvement through institutional initiative.
3. Evaluation of a college or university shall be conducted in terms of the stated purposes and objectives for which the institution exists to render instruction.
4. Accrediting procedures shall be directed toward evaluation of colleges and universities on an institution-wide basis. Judgments rendered with regard to the accredited status of institutions shall be in terms of the educational effectiveness of the whole institution.
5. The regional accrediting associations shall continually reflect the prevailing attitude of their memberships toward accrediting activity.
6. The regional accrediting associations shall assume an increasing responsibility for the evaluation of all educational programs, including the professional ones, in institutions of higher learning.
7. The regional accrediting associations will work toward inclusion within their respective memberships of more varied types of institutions of higher education, including specialized, technical, and professional institutions.
8. Standards or criteria used in accrediting will emphasize qualitative rather than quantitative terms.
9. Regional accrediting associations will take steps to invite professional organizations to participate and assist in the development of satisfactory institution-wide evaluation.
10. The evaluation of an institution should be conducted under the auspices of the regional accrediting agency, and the chairman of the evaluating committee should be in charge of the direction of the evaluation.
11. The representatives of the professional organizations serving on evaluation committees, however nominated, should be subject to the concurrent approval of the regional accrediting associations and the professional organizations concerned.
12. In working with professional organizations, the regional accrediting associations shall seek to avoid duplication of data requested of institutions in the evaluative process.
13. Pursuant to and within the broad framework of the foregoing principles, each regional accrediting association may exercise independence in developing solutions to accrediting problems in its own area.
14. Especially during the developmental period ahead, there shall be constant interchange of information between the regional accrediting associations, the National Commission on Accrediting, and the National Committee of Regional Accrediting Agencies, each of the participants seeking, thereby, to promote mutual helpfulness, encouragement, and support.

Mr. Nyquist closed by stating that he had attempted "to give our membership an idea of some of the things we are trying to do." Dr. Smiley then announced the adjournment of the meeting.

IMPROVING EVALUATION PROCEDURES— SUGGESTIONS FROM THE FIELD

The informal meeting of delegates from secondary schools and others interested in the problems of secondary schools was held after the General Session of the Association with the Chairman of the Commission on Secondary Schools presiding. Dr. Greville Haslam, Chairman of a special committee to develop materials for the evaluation of religious education, reported for that committee. Much correspondence and one meeting of the committee encouraged him to report that good progress and splendid cooperation were taking place. The Committee will continue its work with the idea of supplying in the near future, materials to schools which emphasize religion in their programs.

The Chairman read a letter which was to be sent to member schools relative to problems developing in interscholastic athletics and in the recruiting of athletics by colleges. After much discussion, it was agreed that special attention should be given to these problems in schools being evaluated, but that no reporting of the findings of committees should be made to anyone except the head of the school involved until further study could be given to the general problem of undesirable athletic practices.

General approval was given to the continuation of this type of informal meeting following the business meeting in 1953.

CONSTITUTION AND BY-LAWS OF THE MIDDLE
STATES ASSOCIATION OF COLLEGES AND
SECONDARY SCHOOLS

Revised November, 1952

ARTICLE I

Name and Object

1. The name of this Association shall be THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS.
2. The object of this Association shall be to encourage higher achievement and to facilitate the development of better working relations among higher institutions, secondary schools, and other educational agencies in the Middle States.

ARTICLE II

Membership and Voting

1. Any higher institution or secondary school within the States of New York, New Jersey, Pennsylvania, Delaware, Maryland, and the District of Columbia accredited by the appropriate Commission will be received into active membership in this Association upon the payment of the annual accredited-membership fee.
2. The office of any state or local department of public education or any system of parochial or private secondary schools, or any other educational organization in the geographical area served by the Association, may be received into active membership by action of the Executive Committee.
3. Higher institutions or secondary schools located outside of continental United States may become active members in the Association if first approved by the Executive Committee with reference to geographical location and then accredited by the appropriate Commission.
4. The Executive Committee may, from time to time, elect as honorary members individuals whose special qualifications or service to the Association merit this distinction.
5. All delegates present at any meeting of the Association shall be entitled to vote, but, upon questions requiring a decision by ballot, institutions holding active membership shall have one vote each.

ARTICLE III

Officers

1. The officers of this Association shall be a President, a Vice-President, a Secretary, a Treasurer, and an Executive Committee consisting of the officers, one member from each of the political divisions of the national government served by the Association, and the Chairmen of the Commissions. The President of the Association will serve as Chairman of the Executive Committee.

ARTICLE IV
Duties of Officers

1. The President shall preside at all meetings of the Association and of the Executive Committee. He may sign orders upon the Treasurer.
2. The Vice-President shall assume the duties of the President during his absence.
3. The Secretary shall keep a record of all business transacted by the Association and the Executive Committee. He may sign orders upon the Treasurer.
4. The Treasurer shall receive and hold all moneys of the Association and shall pay out the same upon a written order of the President or the Secretary or as otherwise directed by the Executive Committee.
5. The Executive Committee shall prepare business for the Association, fix the time of the annual meeting, call special meetings, and act for the Association during its recess. The Executive Committee shall also review and approve the budgets of the Commissions, provide adequately for the work in the offices of the Secretary and Treasurer, and shall fix the compensation for the Secretary, Treasurer, and executive officers of the Commissions.

ARTICLE V
Commissions

1. The major work of the Association shall be vested in two Commissions, the membership and duties of which are stated in the By-Laws. These Commissions shall be the Commission on Institutions of Higher Education and the Commission on Secondary Schools.

ARTICLE VI
Meetings and Their Purposes

1. There shall be one meeting annually for the discussion of problems pertinent to the purposes of the Association, the election of officers, and the transaction of such business as may come before the Association. Unless determined by the Association, the Executive Committee shall fix the date and place of holding this meeting. The Executive Committee is empowered to call special meetings of the Association when occasion demands.

ARTICLE VII
Accredited-Membership Fees

1. To defray the expenses of the meetings of the Association and services to member institutions, there shall be an accredited-membership fee payable annually by each member institution.

ARTICLE VIII
Power of the Association

1. Decisions by the Association on questions not pertaining to its organization shall always be considered advisory, and not mandatory, each institution preserving its own individuality and liberty of action upon all other subjects considered.

ARTICLE IX

Membership Tests

1. There shall be no discrimination as to religion, race, or sex in according the privileges of the Association.

ARTICLE X

A Quorum

1. Representatives of one-fourth of the institutions belonging to the Association shall constitute a quorum for the transaction of business.

ARTICLE XI

Change of the Constitution or By-Laws

1. This Constitution may be amended at any regular meeting by a vote of two-thirds of the institutions represented at said meeting, provided the membership has been notified, through the Secretary, of such proposed alteration or amendment at least thirty days prior to the meeting.
2. The By-Laws may be altered upon recommendation of the Executive Committee at any regular meeting by a majority vote of the institutions represented at the meeting.

By-Laws

The following By-Laws are a part of this Constitution:

1. Membership and Duties of the Commission on Institutions of Higher Education. The Commission on Institutions of Higher Education shall consist of seventeen persons, fifteen to be elected with consideration of geographical and institutional distribution in addition to the President and Secretary of the Association, ex-officio. Five members shall be elected annually by vote of the Association to serve for terms of three years each. The Commission shall elect its own Chairman, Vice-Chairman, and Secretary. No elected member of the Commission shall serve continuously for more than two three-year terms, except that this limitation shall not apply to the three officers of the Commission; namely, the Chairman, the Vice-Chairman, and the Secretary. The duties of the Commission on Institutions of Higher Education shall be:
 - a. To recommend to the Association from time to time such changes in its standards for the accreditation of institutions of higher education as may be desirable, especially such modifications as will keep the standards in harmony with generally accepted standards for institutions of higher education and promote consistent growth in the educational usefulness of member institutions.
 - b. To adopt from time to time lists of accredited institutions on higher learning in accordance with the standards accepted by this Association.
2. Membership and Duties of the Commission on Secondary Schools. The Commission on Secondary Schools shall consist of eleven persons, nine to be elected with consideration of geographical

and institutional distribution in addition to the President and Secretary of the Association, ex-officio. Three members shall be elected annually by vote of the Association to serve for terms of three years each. The duties of the Commission on Secondary Schools shall be:

- a. To promote the continuous improvement of member secondary schools through the preparation and maintenance of a list of accredited secondary schools.
 - b. To promote a better articulation between secondary schools and higher institutions.
 - c. To promote the continuous study of problems in the field of secondary education, and to cooperate as fully as possible with other agencies in the general improvement of secondary education.
3. Board of Review to Consider Actions by the Two Commissions. A Board of Review comprising the six elected members of the Executive Committee, with the Vice-President of the Association as Chairman, will consider appeals from the decisions of the two Commissions. The Chairman of the appropriate Commission will meet with the Board of Review but will not have voting power. The Board of Review may either reaffirm the decision of the Commission or request its reconsideration.
 4. A condition of being placed upon or of maintaining a place upon an accredited list of the Association shall be the payment of the annual accredited-membership fee. The membership fee for colleges and universities with an enrollment of more than one thousand students shall be \$150 per year; for colleges and universities with an enrollment not exceeding one thousand students the fee shall be \$100 per year; for junior colleges \$50 per year; and for secondary schools \$15 per year.
 5. The annual dues for educational organizations holding active membership in the Association as provided in Article II, Section 2 of the Constitution, shall be \$10 per year.
 6. A school or college forming a constituent part of a college or university, but wishing a distinct place on an accredited list, shall be required to take out separate membership in the Association.
 7. Schools applying for approval by the Commission on Secondary Schools shall send the initial year's fee of \$15 with the application. This fee is to be deposited with the Treasurer and \$10 of it returned to the school if action by the Commission is unfavorable.

AFTERNOON SESSION

FRIDAY, NOVEMBER 28, 1952

THE SIZE AND QUALITY OF FUTURE SCHOOL AND
COLLEGE ENROLLMENTS

DAEL WOLFLE, *Director*

Commission on Human Resources and Advanced Training

This paper can be summarized in a sentence: enrollment has already started to increase in secondary schools and has or soon will in colleges, but the intellectual quality of the students will remain about as it is now.

In studying the supply of boys and girls who have the potentiality for becoming scientists, humanists, professional men and women, or specialists in other fields for which college work provides a normal preparation, my colleagues and I have investigated past enrollment trends, have projected those trends into future years (4), and have studied the intellectual caliber of the students who progress to different educational levels. Those studies led to the summarizing sentence with which this paper began.

Two factors determine the absolute size of school enrollment. One is the number of boys and girls of appropriate age. The other consists of the social forces which determine the percentage of those boys and girls who choose to attend school instead of doing something else. The population of school age increased fairly steadily for many decades and then fell off, following the declining birth rates of the Twenties and Thirties. Around 1940 the number of births started to increase and then went up very sharply after the end of World War II and has continued high ever since. In fact it seems probable that 1952 will see the largest baby crop in our history.

When these wartime and postwar babies grow old enough to attend school, enrollment figures are bound to start climbing. But over and above the larger population of school age youngsters is the longtime trend for larger and larger percentages of them to go to high school and to go to college. At the high school ages the percentage of boys and girls who were actually in high school increased from 32 per cent in 1920 to 73 per cent in 1940. In round numbers, in 1920 one-third of the 14 to 17 year old age group was in high school; in 1930, half were in high school; and in 1940, three-fourths were there. Those twenty years from 1920 to 1940 covered the period of most rapid increase in high school enrollment and set a rate which obviously could not be long maintained. But while the rate must necessarily slow down, we believe that the percentage in

high school will continue to increase. As a basis for projecting future enrollments we have assumed that the average annual percentage increase since 1940 might be about a third as great as the rate during the preceding twenty years. When we apply this percentage increase to the increasing number of boys and girls in the 14 through 17 age bracket we project a total secondary school enrollment going up from 6,780,000 last year to about 9,800,000 in 1959-60, and then continuing to climb to around 12,900,000 in 1965-66.

Perhaps these projections are not sufficiently conservative. Perhaps we have reached a point where the percentage of boys and girls who attend high school will no longer increase. Even if that be true—and I do not believe it—the number enrolled in secondary schools will inevitably go up, for the high schools will soon begin to feel the impact of the increased birth rates of the early Forties and after 1960 will feel the much greater impact of the even higher birth rates of the years since World War II came to an end. I think it highly probable that a dozen years from now the nation's secondary schools will have to accommodate close to twice as many pupils as they now enroll.

College enrollment, like high school enrollment, is a function of the total number of young men and women of appropriate ages and the percentage of those young people who go to college. The first factor, the total number in the college age range, will follow the same time pattern as the one already outlined for high school age youngsters. But colleges naturally will not feel the effect until four years after it becomes apparent in high school enrollments. Right now there are fewer 18 year olds than we have had for some years in the past and many fewer than we will have when the war babies and the postwar babies reach the age of 18. On the basis of the population factor alone, therefore, we can expect college enrollments to drop for a few years and then to begin to climb, at first slowly and then more and more rapidly, with the greatest increases commencing about 1965.

Superimposed on the drop of the next few years is the fact that the veterans of World War II who took advantage of the GI bill are now almost through with their college training. These two factors combined predict an immediate drop in college enrollment and a drop in the number of graduates. In 1950, the peak year, 434,000 students received bachelor's and first professional degrees; the number fell to 325,000 in 1952 and will keep on going down until about 1955 when we expect it to reach a low point of around 272,000.

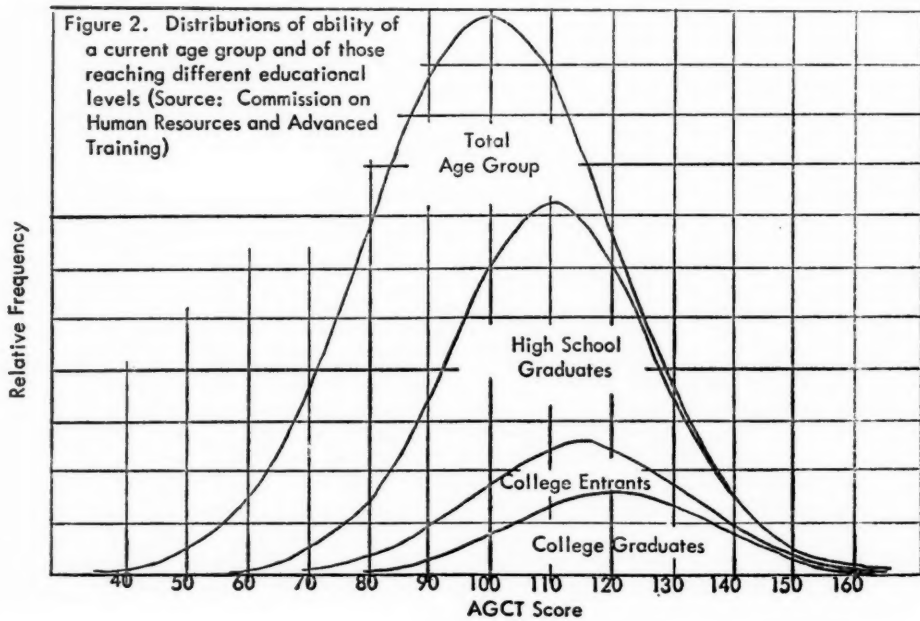
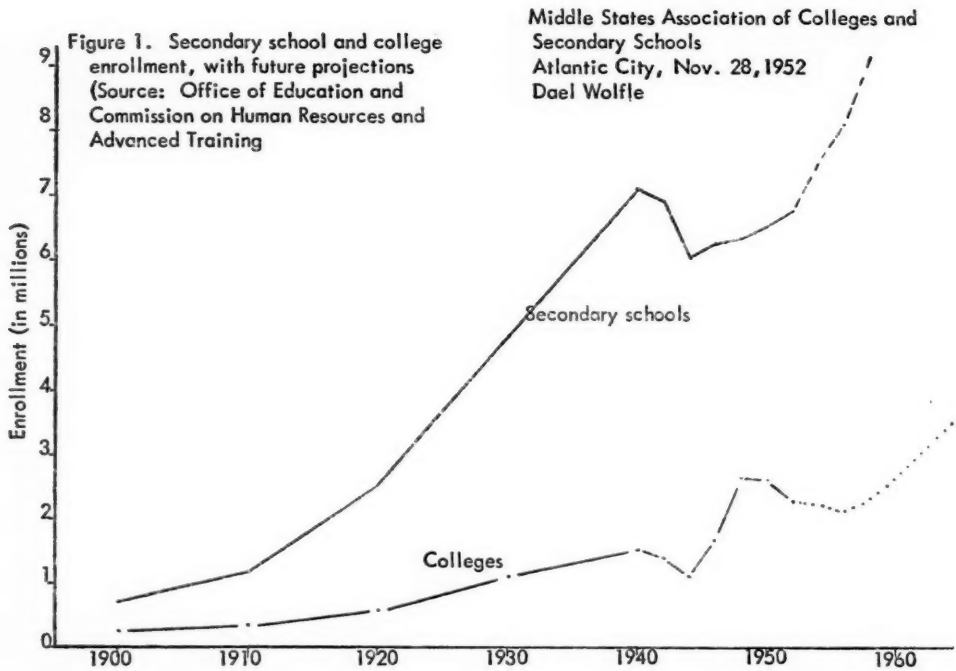
After 1955 the curve will start up again. We think that it will go up more rapidly than the size of the college-age population alone would indicate. For just as more and more children have

been going through high school, so more and more are going through college. Expressed as a percentage of the number of people reaching the age of 22 in a year, the number of college graduates has been increasing by about 3 percentage points a decade. We expect this trend to continue for a while longer. There are not yet any signs of its slackening and freshmen enrollments for the past several years indicate an upward trend. This year's freshmen, for example, are about 14 per cent more numerous than last year's. The educational aspirations which a family has for its children are in part determined by the level of the parents' education. As larger and larger numbers of children come from homes in which the parents have been to college, larger and larger numbers of those children will be expected to go to college.

Consequently, in projecting future college classes we have assumed a continually rising percentage of young men and women graduating from college as well as the rising total population of college age. After the low point is reached about 1955, graduating classes will increase in size to approximately 326,000 in 1960, 454,000 in 1965, and 591,000 in 1970. If you do not believe that the percentage graduating from college will go up as rapidly as we have assumed, you may reduce all of these figures by whatever factor seems to be more reasonable. But even if there is no further increase in the percentage graduating from college, the 1970 class will be about as large as the 1950 class when GI graduates were at their peak.

I have been talking about college graduates rather than total college enrollment because our principal interests have led us to concentrate on the number of people finishing college. But rough estimates of total enrollment are presented in Figure 1. The two curves of that figure indicate what secondary school and college administrators have to anticipate. They must provide teachers, books, classrooms, laboratories, sometimes housing, and other facilities for enrollments which will climb very sharply. Fortunately there will be a few years of grace before the secondary schools are deluged, and four more years of grace for the colleges. But in those years the secondary schools, which have not experienced much growth in recent years, must prepare for a tremendous expansion. The colleges, which can easily remember how much their facilities were stretched when the veterans flocked back to the campus a few years ago, have a little longer time in which to get ready. Even so, they must expand their facilities within the next ten or a dozen years or expect to be more severely strained by the normal growth of the following decade than they were by the GI wave at its maximum.

So much for the size of prospective enrollments. We are also interested in the intellectual quality of future students. We have



recently completed several studies which fit together to give an up-to-date estimate of the distribution of ability of students who progress to different educational levels. Several of the resulting curves are shown in Figure 2. The curve for the total population is drawn as a normal bell-shaped curve on the baseline used for reporting scores on the Army General Classification Test of World War II. On that scale the average person in an age group, for example all of the people reaching the age of 18 this year, is 100. The standard deviation of the scores for the total population is 20.

The other curves show the successively stricter selection which takes place as one goes up the educational ladder. High school graduates average 110, college entrants 115, and college graduates 121. All four curves are drawn to the same scale so that the size of each indicates the proportion of the total age group which reaches that educational level. Currently 56 per cent finish high school; 20 per cent enter college; and 12 per cent graduate from college.

These curves can be taken as descriptive of the intellectual quality of current student populations for the nation as a whole. It then becomes an interesting problem to try to predict how the larger enrollments of the future will compare with today's students. As a background for such a prediction we can examine several comparisons of current students with those of earlier years. Finch now at the U. of Ill. (3) administered a standard test of academic aptitude to all of the students enrolled in two midwestern high schools. He found both the average scores and the variability of scores to be almost identical with the ones which had been obtained when the same test was administered to all of the students enrolled in the same high schools fifteen years earlier. A much larger percentage of the high school age youngsters were in school at the time of the second testing, but the larger percentage did not result in a lowering of average quality.

Here is another comparison. Some years ago a general intelligence test was given to all of the sixth grade children in a group of Minnesota grade schools. A number of years later Viola Benson (1) tracked down all but a comparatively small number of those former sixth graders to find out how far each had progressed in school. She found—as one would expect—that the brighter the children were the more likely were they to graduate from high school, to enter college, or to graduate from college. When we compared Miss Benson's data with our own more recent studies we found that at all intelligence levels the probability of graduating from high school or of graduating from college had increased, and that the increase was about the same at all intellectual levels.

Here is a slightly different type of comparison. It is generally known that the children of men in professional occupations are more

likely to go to college than are the children of farmers, clerks, or laborers. Ralph Berdie (2) recently investigated the post high school plans of pupils who graduated from Minnesota high schools. Among the findings is the fact that pupils bright enough to be included in the top ten per cent of graduating seniors were a little more likely to enter college now than they were in 1938. Moreover the increase in probability of college attendance was approximately the same for the children of professional men as it was for the children of clerks and skilled tradesmen.

These are three examples of studies which suggest that at least during the past two decades the great increases in enrollment have not been accompanied by a lowering of intellectual quality. Whether the same statement could be made if we went back fifty or a hundred years I do not know. I do not even know of any data which would give an answer over such a long time span.

We can now take up the question of the ability distribution of future students. From Figure 2 it can be seen that at the high school level nearly all of the brighter youngsters already graduate from high school. Further sizeable increases in high school enrollment must of necessity come from the middle and lower ranges of the ability distribution. As such increases occur we will approach a statistical limit, for if every child finished high school the average score of high school graduates would obviously have to be the same as the average score of the entire age group. But that does not necessarily mean a lowering of academic ability. A person's score on a test of academic aptitude is partly a function of the qualities inherited from his parents. But partly it is determined by the kind and amount of previous formal and informal education he has received. If we provide better education to larger numbers of boys and girls they will make higher scores on tests of academic aptitude. We cannot make them into geniuses by giving them good instruction, but we can make them into useful and competent workers in a variety of fields. As the percentage graduating from high school approaches 100, the average score of high school graduates must gradually move down toward the average of the population as a whole. But there is room for a considerably increased enrollment before that limit is reached, and even then better education may make the average high school graduate of 1970 as competent as the average graduate of today.

When we turn to college graduates the picture is different. Where 56 per cent of all 18 year olds graduate from high school, only 12 per cent of all 22 year olds graduate from college. That 12 per cent is spread over the entire upper half of the ability distribution and, in fact, dips down into the lower half. But at no ability level except the very highest is the probability of graduating from college close to

unity. If we take the ability of the average college graduate of today as a point of reference, this seems to be the situation: of high school graduates who are as bright as or brighter than the average college graduate, about 40 per cent earn college degrees, about 20 per cent start to college but do not finish, and about 40 per cent never enter college. Clearly there is room for a very large expansion of college enrollment without reducing the average ability of college graduates.

In conclusion let me explain that the predictions I have been making should be interpreted as projections of what we believe to be the trends of the past and the present. It is possible that we have not correctly interpreted those trends. In that case our projections will gradually get farther and farther out of line with actual events. Moreover, another world war, a generous federal scholarship program, major economic changes, or other factors of comparable influence could alter these forecasts materially. Many of the precise figures may turn out to be in error. It would be greatly surprising if they are not. But the underlying trends seem to be so clear and consistent that they offer guide lines for educational planning: High school enrollment is already increasing and college enrollment will soon turn upward again. The increases will be fairly small for a few years, but then will gather speed and go up with a rush. The prospective enrollment increases are not likely to produce a very large lowering of the quality of secondary school students and need not produce any lowering of the quality of college students.

DYNAMIC TEACHERS FOR A DYNAMIC EDUCATION

ERNEST O. MELBY, *Dean*, School of Education, New York University

The free societies of the world are engaged in mortal combat with the legions of totalitarianism and intellectual slavery. This conflict has forced all of us to examine not only the underlying philosophies of the totalitarians themselves but also to look carefully at our own philosophical outlook and become more fully aware of its meaning. Our freedom in its totality, freedom of speech, freedom of thought, freedom of the press, freedom to teach—all of these are in a hazardous position. All totalitarian nations are no doubt a hazardous external threat to freedom. Yet so far in America we have lost more of our freedom as a result of our own tendency to discard it than we have through outside influence. Foreign observers visiting America these days are literally terrified at the infringements on civil liberties which they see on every hand. There is to them a great incongruity in the fact that the world's most powerful nation and at present the leader of the free world exhibits so much hysteria and seems on a fair way

toward fundamentally altering its entire conception of civil liberties and freedom.

Writing in *The New York Times Magazine* for January 13, 1952, Justice William O. Douglas said:

"There is an ominous trend in this nation. We are developing tolerance only for the orthodox point of view on world affairs, intolerance for new or different approaches. Orthodoxy normally has stood in the path of change. Orthodoxy was always the stronghold of the status quo, the enemy of new ideas—at least new ideas that were disturbing. He who was wedded to the orthodox view was isolated from the challenge of new facts.

"The democratic way of life rejects standardized thought. It rejects orthodoxy. It wants the fullest and freest discussion, with peaceful limits, of all public issues. It encourages constant search for truth at the periphery of knowledge."

In all this there is on my part no desire to minimize the Communist threat nor the importance of military and economic strength in the kind of world in which we live. The thing we really have to fear is an increasing tendency to rely on military and economic strength alone and to forget our moral and spiritual defenses. Speaking at Princeton, New Jersey on February 22, 1952, John Foster Dulles, our recently appointed new Secretary of State, said as follows:

"There comes a time in the life of every great people when their work of creation ends. They lose their sense of purpose and of mission in the world, seeking only to conserve what they have. Material things begin to seem more important than spiritual things and security seems more a matter of military defense than of a spiritual offense.

"Surely that hour has not struck for us. We have, to be sure, become rich and, in worldly terms, we are reckoned among the great. Our economic productivity is three or four times that of Soviet Russia. Our deficit is in the non-material things. We should, however, be able easily to make good that deficit. We are not an old and decaying nation. We are still young in terms of national life expectancy. We are still imaginative and creative and our people are still imbued with religious faith. There is no reason whatsoever why we should stand frightened and on the defensive in the face of Soviet communism. On any impartial appraisal of our relative capabilities, it should be the despots, not we, who do the trembling."

In the current scene, the preservation of free education takes on a wholly new significance. Now it is no longer the mere fact that it is desirable for teachers to be free. It is no longer the mere fact that teachers are more effective when they are free to teach. The really terrifying fact that confronts us is that regardless of the arguments over the ivory tower and other conceptions of education if freedom goes down to defeat, there will be no ivory tower and there will be no education in the sense that we have thought of it in this country.

It is, of course, easy to point out that somehow, some way freedom must survive and education must contribute to its survival. The task of saving our freedom is, however, vastly more complicated than most of us assume. It is my considered judgment that the kind of education we have had in the past will not enable us to save our freedom. Nor do I believe that the quality of government we have had will ensure freedom's survival. Similarly our practice of human relations has not been such that it will stand us in good stead in the struggle ahead. Freedom will not live unless it is itself dynamic. This means it must be dynamic in all its aspects. It must be highly effective and productive on the economic front. It must practice human brotherhood and good human relations in all the various facets of its life. Its education must be effective in releasing the creative talents of all of the members of society. Our natural and human resources must be conserved as fully as possible. In all the various aspects of our life we must operate at dynamic and highly creative levels.

We cannot win the struggle for freedom without the greatest exertion on the part of all of us and the fullest release of all of the individual and collective capacities of our nation. In this struggle there are a good many things we cannot afford. We cannot afford to leave the capacities of boys and girls and men and women throughout the nation undeveloped. We cannot afford lack of educational opportunity. Nor can we afford ineffective methods of teaching or lackadaisical patterns and processes of education which do not help each child to make the most of his capacities. We cannot afford costly strikes, slowdowns and other interruptions of productivity. We cannot afford apathy on the part of our citizens toward our political processes and toward the conduct of our community life. If America is to measure up to her responsibilities in the atomic age, we must utilize the resources of the total community in a nation-wide endeavor to help each individual make his largest contribution to national achievement and world peace.

Some will say, so ambitious a projection of the role of education is unrealistic. Perhaps they believe that large proportions of the people in America cannot be influenced in creative directions, that most teachers are not creative and that it is hopeless to expect our educational system to take on the dynamic character that is here envisioned. In all humility I would like to answer this argument by saying that my experiences in forty years of teaching lead me to the belief that education could be hundreds of times as effective as it now is and that this greater effectiveness is far nearer to being within our reach than most of us realize. In this experience I have seen hundreds of high school youngsters with no more than ordinary background of inheritance, intelli-

gence and environment achieve outstanding things when they were given opportunities. I have seen country teachers in little towns with seemingly limited backgrounds and personal stature rise to heights of dynamic teaching that I never expected in my early acquaintance with them. In the vast stretches of thinly populated territory in Montana I have seen humble citizens with little formal education become surprisingly effective in mobilizing the resources of their communities for better living.

I believe we have failed to sense fully both the personal contribution of the teacher and the importance of her human and community relationships. We have tended to assume that the mere possession of knowledge made one a good teacher. Every experience I have had leads me to the belief that this is not so. Some of the deadliest teachers I have ever known have possessed encyclopedic knowledge but they lacked an interest in children and in human beings generally and their relationships with members of the community were often bad.

In some ways teaching is a unique endeavor. It is the only profession I know in which you can know everything you should know and do everything you should do and do it in what is supposed to be the right way and yet fail. The teacher's success is dependent upon subtle human relationships, dynamic personal qualities and a multitude of detailed individual and social adjustments any one of which can condition success with the individual pupils or with larger groups or communities. In the construction of a building it makes a great difference what is done and it makes a great deal of difference how it is done but it makes very little difference who does the work if the specifications are followed. In teaching it does, of course, make a difference what you do and it makes some difference how you do it but the really important thing in teaching is who carries out a particular teaching process.

Teaching is thus a non-recurring creative act. It utilizes scientific knowledge and its procedures are or at least should be based upon scientific findings concerning the nature of the human organism and human behavior. But it is not fair to say that teaching in its entirety is a scientific process. It is perhaps more of an art than a science, a field of activity that somehow contrives a marriage of the scientific and artistic particularly as far as attitudes are concerned. If this is our conception of teaching, I think we have something of a sense of direction with regard to teacher preparation. First of all, we want carefully selected men and women with warm personalities who like children, young people and for that matter adults and who have capacity to think clearly, feel deeply and act effectively. We should, first of all, give them an education which will help them to become all they are capable of becoming (whatever their potentialities are) in the fine arts, in literature, music, graphic arts, recreational activities and

creative human relations. All these we should provide in full measure as a part of the process of general education. When we know that these young people are to undertake teaching as a profession we should extend these knowledges and experiences in more thorough and fundamental ways. For example, no one should be allowed to teach who has not mastered fundamental understandings of human growth and development, whose knowledge of the human organism is not clear at least in broad outline. In the process we should draw much more heavily on the sciences that deal with the human organism and human behavior. We need staff members in our colleges and universities and teacher education institutions that are studying biology, psychology, sociology, anthropology and other sciences from the standpoint of their contribution to education. Medical schools have such professors in the fields of physiology, bacteriology and pharmacology and other areas. These faculty members have contributed richly not only to their sciences as a whole but more especially to those aspects of their sciences that are basic to the practice of medicine. We need similar contributions in the field of education.

But creative human relations constitute a difficult art. They cannot be learned effectively from books alone. They can be learned only through participating in creative human relations. It is at this point that the larger community looms as a great resource to the teacher education institution. I often think of my own institution set down as it is almost in the center of Manhattan island. Within a stone's throw one can find every type of social agency, every social, economic and political problem as well as almost every community resource. Yet neither we nor any other educational institution in New York City that I know of makes anything like as great a use of these resources as we could. Somehow we are wedded to our books and our classrooms. And we are insecure when we move into the market place, the settlement house, the housing development or other community agencies. For one reason or another great resources lie unused all around us and we are not employing them to any considerable extent. Some day a college or a university perhaps one in a great municipality will find ways of relating itself creatively to its environment. If it does it will draw heavily from the resources of its supporting community and it will contribute richly to the community in the way of bringing its specialized knowledges and skills to bear on the solution of community problems. Throughout every community there are community activities that suffer because there are not enough hands and enough minds and hearts to go around to meet the various jobs. Similarly in the schools and colleges of this country there are young people who are failing to develop their potentialities because they are not living as vitally as they should in relation

to the problems they will later meet. Whoever brings these needs and resources together will in effect have developed an educational atomic bomb.

This summer I took part in a conference in Colorado Springs during which it was frequently said that we could not undertake community leadership in the average college because until we solved our campus problems we had nothing to contribute to the community. This seems to me to be a completely defeatist point of view. In the first place, we will never solve all of our campus problems. Consequently, if their solution must antedate community service there will never be any real community service. In the second place, I believe that we shall find readier solution for our campus problems when our faculty members share more richly in the life of the supporting community.

Perhaps you will say that such community work as I am here suggesting calls for detailed supervision, a process far too expensive for present cost levels of teacher education. I agree. But when medical students cost the university three or four thousand dollars a year why must teachers be educated for three or four hundred dollars a year? What is the matter with us in the field of education and teacher education if we cannot challenge the public with the importance of dynamic teachers at the very time when our very freedoms themselves need such teachers if they are to survive? We should have several pilot projects in teacher education in which we would set out to educate teachers as well as we possibly can regardless of cost. I think probably we would need two or three thousand dollars a year per student. That should not frighten us. Instead of being frightened we should tackle the task of explaining to the American public just what kinds of teachers we need and what it takes to prepare them.

We have used the word dynamic repeatedly in this discussion. Perhaps you will ask—"What do we mean by dynamic?" We can perhaps best illustrate it if we will contrast the various teachers we have ourselves experienced and the kinds we are often called upon to supervise. Some teachers seem to have the capacity to make any subject deadly and boring. Their classrooms are dull and uninteresting. Their personalities seem lifeless and one looks in vain for original ideas or contributions. Not infrequently such teachers have a pessimistic outlook on life, always seem tired, are constantly griping and complaining and one suspects they regret that they entered the profession. Then there are others who radiate enthusiasm and good cheer in their classrooms, who seem to put a lift in any enterprise in which they are engaged. It is my belief that we make a mistake when we say that such teachers are born and not made. I believe they are made to a far greater extent than we often assume. One way to

produce them is to bring teachers in training in contact with professors and faculty members generally who are themselves creative and dynamic. Another is to give a more dynamic leadership to our colleges and universities so that we shall develop more dynamic professors within the institutions of higher learning. In our own institutions we are now watching with great interest a new administration undertake the challenge of infusing drive and imagination into the faculty of one of the largest institutions of higher learning in the world. In the last twelve months we have heard no pessimism, no defeatism and we have been confronted on every hand with optimism, faith in the institution, in the future, in the faculty and its potentialities. It is my belief that if this kind of leadership can continue in our institution, it will contribute mightily to making us a more effective group. Unfortunately with financial and organizational matters to bog them down many college and university administrations find no time or energy left for dynamic professional leadership. Having been a college president for a few years, I know what the problems are and realize how difficult it is to provide the required professional leadership. Yet it must be done if the institutions are to measure up to their potentialities.

The process of developing the human understandings, the faith in people, the respect for personality, the respect for truth and the sense of human brotherhood that we need to be effective teachers is not as mysterious or hard to come by as we sometimes think. One cannot work closely with other people in the presence of human suffering, human achievement and aware of the magnitude of human problems without acquiring a greater human interest, a deeper sympathy and a greater love for one's fellow men. I am convinced that if we could keep our teachers in training in almost constant contact with community agencies, with successful functionaries in the various voluntary associations, with teachers, administrators and leaders in social agencies, industry and labor we would turn out teachers whose experiences had sensitized them to human needs, to human potentialities and to the power of the teaching profession.

Perhaps you will say that teacher salaries and conditions of employment are such that there is no chance of our getting the outstanding young men and women in the profession. I believe that while better salaries are urgently needed, it is not the salary situation that is keeping outstanding young men and women out of the profession. It is rather the way in which the teacher is now being treated in many communities and the lack of esteem in which he is held. Young people are basically idealistic. They want to contribute to the life of their communities. They want to be respected and regarded for their contributions. They want positions of influence in the com-

munities in which they are to live. They have reasons to believe now that if they entered teaching they will not have such positions.

Here we arrive at a point of common interest and common attack on teacher education in all of the various institutions represented in this gathering and for that matter in the nation as a whole. No other profession has as good an opportunity to sell itself to its prospective members as has that of teaching. Prospective teachers know schools. They have been in them for years. If they want no more of the schools, it seems to me that there is something wrong with the way we conduct them.

In the last forty years, American education has been engaged in a far flung effort to extend itself to all of the children of all of the people. We have energetically sought curricular patterns, methods of teaching and educational equipment that would enable us to make good on the promise of education for all. American achievement in these directions should never be minimized since it is colossal in scope and impact. Yet substantial as these achievements are, they are not enough when freedom is fighting for its life. Though it may seem a bit of mysticism to say it, it is the soul of democracy, even more than its body that must in the end triumph if freedom is to live. In the period in which we are now living, the depth of our love for the rest of humanity is more important than the height of our erudition, our dedication to freedom more vital than the scope and range of our knowledge and our faith in freedom and in humanity is of greater importance than mere structural understanding of the freedoms we defend. Education will not be dynamic unless our teachers have a great faith in their pupils, in the democratic process, a deep love for and understanding of their fellow men and a thorough-going dedication to an on-going search for truth. It is these qualities that teacher education must seek in all of its organization and activities. But we shall never find them in book knowledge alone, within the walls of our school building or on our university campuses. We shall find them only as we identify ourselves more fully with the on-going life of our community and contribute of our knowledge and effort to the improvement of community life. As we make this contribution there will flow to higher education and to all education new resources and new power. As faculty members we will acquire a new vitality and a new dynamic quality. Then for the first time we will be in a position to give our students similar competencies. We will realize finally that it not only takes a dynamic teacher to make a dynamic education but that it takes a dynamic education to produce a dynamic teacher.

A NEW PARTNERSHIP BETWEEN SCHOOL AND COLLEGE

BURTON P. FOWLER, *Principal*, Germantown Friends School;
Chairman, Committee on School and College Relations,
Educational Records Bureau

This topic has a joker in it. As it stands it sounds as if a partnership between school and college really existed. As a matter of fact when Dean Miller requested a title that might make my paper sound better than it is, I made a mental reservation and added *is needed*. Now we are back on familiar ground—a new partnership between school and college is needed.

Probably because of the speed with which our educational system was constructed, it has always been more like a highway marked by "road broken up" and "bridge out" signs than smooth stretches of turnpike with well-synchronized Stop-and-Go signs, refuelling stations, and clearly marked speed limits. The major road blocks occur at the end of the elementary school, although where that is no one seems to be sure; another at the end of the junior high school; still another somewhere between the tenth grade and the sophomore year in college—several bridges out here—; another one after graduation from college; also after graduate and professional school; and, finally, there is really rough going through the adult years to the smooth home-stretch of the Golden Age Clubs.

I suppose the reason for such a lack of continuity is due partly to the shifting sands of educational theory and even more to the almost stubborn conviction held by schoolmasters that in education one must always prepare for next year instead of for this year. We must start multiplication in the third grade in order to do more difficult problems in multiplication in the fourth grade. We must start Latin or French anywhere from the fifth to the ninth grade in order to do better Latin or French in the twelfth grade, and we study Latin and French at all because some colleges require it for admission, or the graduate school likes it for a PhD, or what seems to be of less importance that someone someday may go to France and find it convenient to speak, not Latin of course, but French. What new vitality in teaching foreign language might result if this last object were put first! And even Latin might come to life if it were taught for some more lively aim than to study more Latin. In other words, it is the preparatory—I can remember when it was called propaedeutic—function of education that seems to be at the root of this problem of continuity. What we have is a continuity of subject matter at the expense of a continuity of human development. We educators seem to be unwilling to permit children

to grow in an environment of those experiences which are appropriate to their various stages of growth. This principle is stated quite vividly in a paragraph from the recent report on the *English Language Arts* issued by the National Council of English Teachers:

Growth in language is not like building a wall by adding one stone here and another there. It is far more like growing a tree by letting it live in the rain, the sunshine, and the wind. No one would presume to divide up the growth period of a tree and demand that in the first period three branches must develop, in the next period five, and in the third period seven. The number of branches that develop on a tree in a given period depends on the type of tree it is, the kind of soil from which it grows, and the amount of rain and sunshine it receives. It would obviously be absurd to say that a certain branch should grow on a tree during its third period of development, and yet there are many teachers and principals who believe they know exactly what items of language skill should be built into an American boy or girl during the third grade.

This distinction between growth and training is even more applicable to child development in general.

A few years ago, a publication was put out by the Society of Friends in Philadelphia describing its some forty-odd schools as college preparatory schools. Such a statement came as a shock not only to many Quakers but to the Friends' Schools themselves. Imagine thinking you were preparing for the kingdom of heaven only to be told you were preparing for College Boards. I suspect a good many high school principals find themselves caught in a similar conflict of aims.

Recently the Board of Regents of New York State approved a new syllabus in American history from a topical one to a chronological one. According to the New York Times of September 27 "The new syllabus calls for 160 lesson periods of which nearly 100 are devoted to American history prior to World War I. Less than twenty lessons are specifically recommended for current events." The headline read, "Put new stress on the Colonial Era." I wonder if this change is to secure better preparation for the further study of history, to produce more enlightened citizens, or to make history a "safe" subject for teachers who have encouraged their pupils to ask questions about vital issues. Anyway, now I'll have a ready sale for my old Barnes' history.

Let us see how this over-emphasis on the preparatory aim of the high school has worked to the detriment of our adolescents both in school and in college; and second, what are some promising or needed developments that may provide an improved highway from school to college.

Light is thrown on both these problems, what are the educational pitfalls of *college preparation* and how to avoid them, by the recent

nation-wide study of over a thousand colleges and some 2000 public high schools and independent schools, which was conducted by the School and College Relations Committee of the Educational Records Bureau. The results of this two-year study, a preliminary report of which many of you have seen, will be available in book form next spring published by Harper's. I shall draw upon this Report rather freely to throw light on these two aspects of the kind of cooperation that now exists between the school and the college.

The studies on acceleration and advanced standing undertaken by the Ford Foundation also may yield several clues that will illuminate this lack of unity and continuity in school and college. All these studies concern what Dr. Alvin Eurich calls the Number One problem of education

First, I should like to refer to some of the non-statistical implications of our Educational Records Bureau Study. Since this study is concerned primarily with admission procedures and only secondarily with the impact of these procedures on the aims and curricula of schools and colleges, I should like to state several generalizations which I believe can fairly be drawn from this investigation.

First, the college should look at the candidate for admission as a whole person instead of a conglomeration of scores, scales, percentages, random questions and answers, and Who's Who sketches which frequently cancel each other out and give a product that bears little resemblance to the human personality under consideration. Many freshmen enter college with few more human attributes, so far as the record goes, than that of a statistical unit. He is described as S.A.T. Verbal 358, Mathematical 592, Rank 48th in a class of 98, 17 units of subject matter passed anywhere from a 72 to an 87 per cent with a comment from the principal: "I can heartily recommend this student," the latter endorsement, in the light of the supporting data, being promptly ignored by the college. I believe this kind of descriptive process is called "hardening of the categories." This is what is meant by satisfying the entrance requirements. Pity the poor admissions officer. Having to make some decision, he uses the only data available. How can he be expected to apply the principle that "in a democracy a group derives its strength from the character, ability, training, adjustment, and the morale of the individuals of which it is composed"? Yet because that principle is not applied, our college campuses are littered up with so-called students whose place should have been filled by better-qualified persons whom present methods of selection very frequently do not identify.

A second generalization is that better guidance in the high school is needed if a pupil's secondary school course is to have direction,

balance, and be adapted to his special needs and aptitudes. Many secondary schools lack both the information and skill to give pupils such direction. An even more serious obstacle to effective guidance is the rigidity of college preparatory curricula—what an arid title for one's education—a rigidity which allows only limited freedom for all but the mediocre, or that rare bird the all-round gifted student. The potential writer, musician, artist, mathematician or scientist; in short, the specialist, is out of luck. He is the forgotten man in admissions procedure, since he is more than likely to be deficient in one or more of those precious, historic aggregations of subject matter named for Mr. Carnegie—Andrew not Dale. The unit is a seed which if sown in September is scheduled to bloom in June, although now it requires a bit of additional forcing to unfold its petals as early as March. Many of the principals here must have received at some time or other a pathetic letter from an admissions officer which read, "I can only find fourteen units in this student's record" or another saying, "Jane Adams seems to be well-qualified except for a unit of plane geometry. We recommend summer study." In fact this nemesis of plane geometry often pursues a hapless candidate as late as the professional or graduate school. Imagine some patient's life hanging by a thread in the hands of a nurse who lacked a unit of plane geometry.

As to guiding a student in his choice of a college, one hears it said that it is the responsibility of the school to meet the requirements of the college, to send the right student to the right college. There are all kinds of colleges for all kinds of pupils. I recall hearing a director of admissions in one of our prominent New England colleges saying that his college required the College Board in Spatial Relations because it gave a good prognosis for prospective engineering students. Then he added that a neighboring college of equal standing does not require the test. His conclusion seemed to be "That's the way it should be!" While the requirement of a Spatial Relations test may not impose a serious hardship, such a principle of rugged individuality can create difficult problems for the secondary school. I believe there is a fallacy in such specialized requirements. It implies that the college can set up its standards of admission on a take-it-or-leave-it basis. If it wishes to take only "high-ranking" pupils with a minimum score of 600 SAT, that is its business. In other words, a college can dictate its terms regardless of the broad needs of the secondary school population, a position that may be legal and perhaps justifiable for a professional school, but, in my opinion, it is neither democratic nor desirable for a college of liberal arts under our present doubtful criteria of selection.

I am concerned about the students who do not get in, students who are victims of a failure in communication between school and

college. I am not at all sure that we know a truly gifted student when we see one, and I am equally uncertain whether or not the community or campus life of such an artificial grouping may not unfit its students for useful citizenship later on, a lack which is already glaringly conspicuous when one views the grosser immaturities of some of these so-called one-class colleges. I do believe in diversity rather than uniformity, that colleges of many different types are desirable if we are to provide the kinds of environment which will make for the maximum development of an almost infinite variety of individuals. To accomplish such an end means that again the candidate must be studied as a whole person rather than as an impersonal profile of quantitative hurdles. It is encouraging that nearly four-fifths of the 607 colleges replying to the questionnaire of the E.R.B. study say that they do not set up successive admission hurdles, yet some of these same institutions according to their own replies, do not require the kind of information or evaluate such information in a way that would minimize the relative importance of the individual fact or score as a hurdle. Happily, real progress is being made in this field of guidance, both in the flexibility of the subjects required for admission and in helping pupils to choose a college suitable for their needs. Here again there is need for close cooperation, since a reactionary minority can be an obstacle to what the majority regards as progress.

A *third* significant generalization is found in our inadequate methods of appraising and recording abilities, achievements, interests, and other personal qualities. While an increasing use of objective tests exists, their interpretation for purposes of selecting candidates for admission to college is almost wholly lacking. Quoting from the Report:

It is known, for example, that in all colleges an important cause of failure is poor reading. A large proportion of college courses are highly verbal. They are in essence reading courses. This is to be expected, for books are a storehouse of the cultural heritage of the race. One who reads slowly and with inadequate comprehension is not fitted for advanced study. Many colleges have given tangible recognition to the relationship between reading ability and student success by establishing courses in corrective reading for their freshmen, but such courses are in the nature of a makeshift to repair long-standing deficiencies that should have been attacked much earlier. Imagine the quickening effect that it would have on reading programs at the high school level if colleges were to insist, with the same zeal and firmness, that students come to college able to read well, with which they now require that students present a specified number of units in mathematics, science, and foreign language! And, by similar statements, encouragement might be given to thorough instruction at the

high school level in other fundamental abilities important for college success.

This problem of tests and records is too extensive a field to discuss fully in this paper, but the generalization suggests the need that the whole field of aptitudes, personality, and fundamental skills, including such a generalized but clearly understood quality as intellectual maturity, should be restudied in order to discover new tests, new modes of interpretation, and new ways of integrating miscellaneous data into integrated descriptions of the whole personality.

A *fourth* and probably the most distinctive concept of the Report is the idea that the rapid increase of interest in so-called "work programs" and "community projects" should have a definite place in any appraisal of a candidate's social usefulness and, therefore, his prospective emotional maturity in the college community. It is hardly an exaggeration that the emotional preparation of a student for college ranks in importance with his intellectual readiness. Extra classroom work experience and service programs provide indisputable evidence of the maturing influence of such activities. It is gratifying that in the more forward-looking colleges Hell Week is being replaced by Help Week. These work projects are not merely a means of levelling that ivory tower, which is usually more ivy than ivory, and is rarely a lofty pinnacle of intellectualism anyway. We have little to fear from such a danger, but there is a more impending threat of moral and social disaster from a kind of irresponsible Halloween childishness around the campus that in these crucial days we laugh off at our peril. One wonders if the taproom may not be replacing the ivory tower as a symbol of the academic cloister.

As one courageous college president recently exhorted his students:

"We do not expect you to behave like little tin gods. But what about cheating in examinations? How long do you intend to put up with that? Let me suggest, moreover, that the good fellowship you enjoy on a Saturday evening—not to mention week-day evenings—does not give even a small minority of you the right to waken the good citizens of this community by caterwauling at two or three in the morning. Regular indulgence in this pastime can give the University a bad name, because it demonstrates that some of you, at least, have no decent regard for the rights of your neighbors. Here we ought to be able to count on group pressures to bring these boisterous roisterers to heel If, in your conception of the good life, bars are more important than books, you can't escape responsibility for the impact on others of your standards. Am I suggesting that you ought to be your brother's keeper? President Wriston of Brown has

said that the answer to that question is neither yes nor no but rather 'I am my brother's brother.' Fraternities please note—and be sure that you understand its true implications."

A little more talk like that from the presidential offices of the 607 colleges that answered our questionnaire would help vastly in securing an improved transition from school to college. Both of these institutions need a new code for community living. Such a code, very specific, would remedy most of its academic problems.

What has this all to do with the trend toward work projects and community action? Simply this. There is so much work to be done in the community government of our schools and colleges, so many *adult* jobs to be done on our campuses, so much help to be given to the municipalities of which our institutions are a tax-exempt part, that it is high time that our highly-selected, highly-privileged, expensively-supported students whether in school or college should earn their keep. Many, possibly the larger proportion, do, but why can't they become their brothers' keepers too? Root out the hazing, discrimination, kidnapping, hell week, Halloweens, rioting, time-wasting Mardi Gras features of campus life and transform these communities which might become almost Utopian in their social and political structures into demonstration centers of American democracy as it might be lived.

When I talk like this to my college friends, they say, "Oh, cheer up, have you forgotten your own college days—Look at the Alumni! (I have looked at them.) These boys ought not to be in college if they can't take care of themselves." Oh, yes—but what loving care these professors lavish on their charges' growth in English grammar, mathematics, even in examinations and reading disabilities. Why not some attention to morals and manners, too? Let's agree that we want greater self-dependence in all areas of college life, in academic affairs as well as in social.

The secondary school has an equally responsible role to play in preparing its students emotionally and intellectually for the transition from home to college. The high school, too, has its campus mores and childish traditions that upset the balance which any mature conception of education should represent. Excessive pre-occupation with parties, the cultural monopoly of movie, radio, TV, the rapid increase in the number of occasional drinkers of high school age, costly yearbooks, commercialized athletics, and corrupt politics are samples of our contemporary distortion of values. Girls who might be helping in settlements or playgrounds are drilling for hours to become drum majorettes. Boys who should be exploring the arts, working for pay or for their communities are swallowed up in marching bands and big time athletics. Community activities are neither extracurricular nor cocurricular. They are *curricular*.

We principals have a job to do in developing in our prospective candidates for college a sense of values, of taste, and of respect for honest achievement. We preach self-discipline at the same time we think up new methods of punishment. On the other hand, college administrators have an obligation to find the cause and cure for the freshman slump with its appalling mortality. They too have a clear obligation to keep the aims of education undefeated by cheap, extrinsic forms of motivation. It is nothing less than amazing how blind a school or college can become to the needs of its own students. With such a cooperative attack on this problem of educational maturity, the details of college requirements would matter little. I am willing to stick my neck out still further and say I am convinced that there need be no major differences between college preparatory and non-college preparatory courses. What differences remain would be not in courses but in persons. The Eight-Year Study demonstrated this fact. The college experience of the G.I.'s demonstrated this fact. The records in the Dean's office prove it.

What both secondary school and college need is more experimentation. Progress never comes in any field by cherishing the *status quo*, nor does it come merely by change. Progress results from facing the facts of the existing order and devising new arrangements that give promise of better results. One fact we know, the present policy of admission requirements can hardly be called a successful one in the light of a twenty to fifty per cent drop outs in the freshman and sophomore years. Another fact we know is that the freshman year in most liberal arts colleges is for too many students not a satisfactory educational experience. Another fact is that secondary education in the United States is influenced far out of proportion to the size of the college preparatory group by the requirements for admission to college. Such basic conditions as these can be remedied only by carefully planned experimentation and research. These are long overdue. Despite the revolutionary changes in the domestic and world scene, the latest report of the Educational Records Bureau reveals few fundamental changes during the past ten years that indicate any recognition of the greatest fact of all, that of world revolution.

The implications of the ERB Study are there, the need is there, even the way is pointed out in numerous minority opinions, but action is discouragingly slow. In the meantime high school and college curricula remain a confused pattern of specialized courses, academic odds and ends, that meet the needs of but a fraction of our students. In the words of the Cooperative Study in General Education, "A type of educational program based upon a different educational and social philosophy is required for American high

schools and colleges, if our young people are to become informed and intelligent citizens, workers, home makers, and happy human beings."

Who is to take the lead, the school or the college? Both, it must be a cooperative enterprise. The Eight-Year Study was set up on such a basis. Whether it failed or not is a matter of opinion. I believe its impact was greater than is generally believed. I am willing to admit, however, that the enthusiasm generated in the Eight-Year Study came too much from the directors of the project and too little from the administrators of schools and colleges. The Ford Foundation Experiments may be able to avoid that danger. It is high time that we pushed ahead. There is basis for hope in signs of a hospitable attitude on the part of schools and colleges toward a very slowly changing curriculum, one which is better calculated to meet individual needs than the old completely rigid prescriptions. The arts are becoming more respectable, but are still on the other side of the tracks. A number of new courses, over a hundred, are being offered for college entrance credit, the use of tests is more widespread. The latter are of broader scope and better recorded. Most significant of all the encouraging trends of our Report is the prevailing recognition of the need of better modes of communication between the principal's office and that of the director of admissions, not only during the admission process, but for at least a year longer. What is now the privilege of a few schools should be made available to the many.

College admission clearly comprises the whole of education. Too long it has been a kind of mechanical strategy, instead of what it might become—a next step in the continuing, unbroken process, not only of intellectual training but of total human development.

DINNER SESSION

WHAT EUROPE EXPECTS OF AMERICAN
EDUCATIONJULIUS SEELYE BIXLER, *President*, Colby College

More than guns and butter, though she needs both of these, Europe asks America for a faith and a philosophy. In addition to tractors and refrigerators Europe craves a song to sing and a creed to believe. In this time of world despair America has an unparalleled chance to translate its natural optimism and buoyancy into an inspiring message of hope.

The American traveler in Europe today cannot help being tremendously impressed by the signs of American influence. Not only are American commercial products found everywhere but Europeans are reading American books and magazines and listening to American broadcasts and records as never before. In the midst of all this knowledge, however, there appears to be little understanding of what America is actually thinking and doing. Frequently, for example, one hears the disgusted remark: "Europe has a difficult choice. On the one hand is the bear; on the other, the tiger."

The American who hears this remark realizes with a shock that we are the tiger. The bear stands, of course, for the political tyranny of Russia. The tiger represents the ruthless, bloodthirsty competitive economic system that the European supposes we have. When the shock has passed away the first response of the American is likely to be: How did the European get an impression like this? And then he asks himself. Have we done what we should to correct it?

I am inclined to think that much clarifying remains to be done not only for European minds but on our own behalf. Is there not, for example, altogether too much confusion in what our students think about their own country and its aims? How often do we hear it said that those who are summoned to fight and die for democracy have we no clear idea of what they are fighting for? If this is a true judgment it is a serious reflection on our work as educators. One of our first jobs is that of making sure that we ourselves have a philosophy. Then we must help our students to find one and through them hope that our friends across the sea can be given some idea of what our values are.

The problem is pointed up sharply by the tremendous change in the attitude taken toward us today by both Near East and Far East. I would cite Syria and China as examples where I have had some personal experience. Thirty years ago people in both countries

looked on America as the understanding friend whose counsel was frequently sought and eagerly accepted. Now the slogan is: "Americans—Go Home." The ironic fact is that when Americans approached these people with disinterested motives they were our friends. Now when we so badly need their help we cannot buy their support. The moral would seem to be that it was our philosophy that won their interest and received their approval.

Today it is our philosophy that Europe wants to know about and I think it must be said that we hesitate and falter when we try to tell them of it. The reasons are partly creditable. We know there are faults in our economic system, that there have been injustices and that some still remain, and we are rightly suspicious of anything that savors of flag-waving or chauvinism. But perhaps we have leaned over backward. And it seems at times as though our best literary minds had been almost perverse in their preoccupation with the seamy side of our existence. This, I am inclined to think, is more serious in its effects even than the influence of Hollywood. Europe can see through Hollywood. Educated Europeans know that it does not present a fair picture of American life. But when some of our best authors spend so much of their time describing rape, murder, incest, robbery, and lynching, to say nothing of failure, frustration, jealousy and greed, it is small wonder that Europe asks whether we have anything good to offer.

The fact that our opponents have so distorted the word "freedom" and have to such a degree forced it to take on meanings that are alien to its original sense makes it the more obligatory that we see what the word as we use it actually conveys. It may be true that at one time we had a reckless and unbridled economic system, but I do not believe that in the light of our present social and economic revolution these adjectives can now be made to apply. Do we ourselves realize how far this revolution has gone? Freedom may once have had merely a negative connotation and may have meant only freedom from interference with aggressive individualistic designs. Certainly today it is developing a positive content. We have freedom "for" as well as freedom "from."

Europeans never fail to marvel, for example, at the extent of our voluntary cooperative activities and at the amount that is accomplished by private philanthropic agencies. Americans, since the time of the Mayflower Compact, have been great joiners. Sometimes they have joined the wrong groups, but by and large their association in churches, fraternal orders, clubs, and societies for the advancement of this and that have led to constructive accomplishment. Americans have also been free to believe. The fact that we recognize so clearly the dangers of McCarthyism where our stu-

dents are concerned and the menace of the fear that prevents them from speaking their own opinions shows that we have here a value that we cherish. Europeans do not see how important our diverse backgrounds have been in enabling us to resist any pressure, governmental or otherwise, that goes too far. We have learned through give and take to get along peacefully with people who differ from ourselves and to bring them to our aid in time of need. It does not seem to me that this is ruthless cutthroat competition of an individualistic sort. It is rather a kind of amalgamation of interests. The fact that it is voluntary and not dictated from above is what makes it so impressive.

Finally, our respect for variety, our willingness to live and let live, is something which we must demonstrate to Europe in the most effective way possible, that is, by applying it to Europeans themselves. There is truth, of course, in the charge that we have a civilization based on mass production and that we have allowed the idea of mass standards to play too large a part in our cultural life. But I think that we have overemphasized it or at least that there is another side which must be brought out. In our complex world our society has to rely on uniformities more than we might like if it is to get things done. But our country has more differences and more respect for variation than Europeans realize. We become aware of this, for example, when an Englishman who should know better writes of the monotonous American climate which accounts for the monotony in American opinion! The point to note now is that we must express our respect for diversity by exercising it. If Europeans don't want all the things that go with our "way of life" they should be free to reject them. To try to impose a set of values for which Europeans have no desire would be a peculiar way of convincing them of our own tolerance. If we have a philosophy that is good we can trust them to respect it and to accept such parts as may apply to their condition. That we do have such a philosophy, that it is in essence optimistic and creative, and that its overtones are open-hearted and friendly is what we must believe if we are to live up to the position forced on us today. Americans do not know all the answers and they become most ludicrous when they act as if they thought they did. But as men and women who basically have rational minds and cooperative hearts they do know the conditions under which the search for the answers must be carried on.

GENERAL SESSION

SATURDAY MORNING, NOVEMBER 29, 1952

AN EMERGING REGIONAL PROGRAM IN
HIGHER EDUCATION*

JOHN E. IVEY, JR., *Director*, Southern Regional Education Board

There is mounting evidence that the basic structure of American higher education is being seriously weakened. There are also emerging activities that might have far reaching implications for adding new strength and vitality to the educational structure. This is a brief story of how one major region of the United States is attempting to find new methods for dealing with old problems and new challenges in higher education.

Back of this regional picture lie common problems faced by institutions the nation over. The darkest part of the backdrop is financial crisis. Inflationary pressures have skyrocketed the costs of all phases of institutional operation, capital replacement, and expansion. Endowment income of private institutions has correspondingly shrunk in its power to pay institutional expenses. Justified in part by this same inflationary factor, public institutions are now asking legislatures for more money than previously.

Both public and private institutions, except for the drop in enrollment stemming from accelerating the defense program and the end of the veteran education program, anticipate a steady increase in enrollment for many years. These larger numbers of students bring to the institutions a never ending demand for an increasing variety of academic offerings. New and fruitful fields beckon university personnel to press for resources to expand a multiplicity of offerings and research facilities. Thus the financial crisis, created by inflation, is further accentuated by accompanying pressures from increasing enrollments and a continuous demand for increasing the academic offerings and facilities.

Out of this financial crisis there have arisen cries that higher education must be bailed out of its plight by more money from private donors, philanthropic foundations, industry, and the federal government. Sparked with a half million dollar foundation grant, a National Commission on Financing Higher Education has been studying this problem for more than three years. The Council of State Governments has launched a similar study. One task force of the Hoover Committee on Governmental Reorganization gave major at-

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tention to the policy, procedures, and nature of the federal government's involvement in the financial support of higher education.

Private institutions have pointed out that endowments and gifts for operation cannot be secured fast enough to meet the crisis. In many states public institutions are finding that legislatures are vigorously balking at the size of requested appropriations.

This financial problem has struck different regions in different ways. Private institutions of the Northeast and the public institutions of the Middle West and West Coast reflect the most complex academic structures in variety of educational programs and organization. Very generally, their financial difficulties, to the extent that they exist, are created by an academic structure that, at present, is too broad for their financial underpinning. Institutions in the southern United States, the Great Plains area, the Rocky Mountain states, the Pacific Northwest, and the public institutions of New England, have academic structures that are rapidly responding to the tendency to become more complex. This is especially true at the advanced graduate and professional education level. Too rapid expansion, however, may mean to these institutions the possible fate of spreading the academic dollar so thinly that the resulting educational quality will be of doubtful significance.

Underlying this picture of regional differences is a common institutional practice from which few have escaped. Institutional competition for prestige and recognition may be one of the basic factors causing the financial crisis. In a sort of "academic keeping up with the Joneses," universities have attempted to be all things to all men. Duplication of curricula, laboratory facilities in very specialized fields, and library acquisitions has proceeded at a pace, and to an extent, that may have gone beyond our national financial ability to sustain. The variety of college curricula offerings has become a false symbol of institutional accomplishment. High quality work, no matter how limited may be the fields of institutional endeavor, has frequently become a secondary consideration.

Institutions in all areas of the nation have a soul searching job on their hands. Can educational leaders in the regions possessing complex institutional structures justify the continued duplications that, in part, have fashioned the dimensions of their financial needs? Can the educational spokesman in the areas now moving toward providing a broader range of offerings expect to build distinguished programs by undertaking academic commitments exceeding the power of their financial resources? Are there ways in which the educational needs of the nation can be equally well served by cooperative institutional planning so that program supplementation can replace

unnecessary duplication? These questions have to be examined with yet another fact in perspective.

For many years, the colleges and universities had almost completely employed the nation's scientists and scholars. Today government and industry are powerful competitors with the universities for the same type of men. Together government and industry employ a greater number of scientists than do colleges and universities. Our manpower specialists point to the prospect that it may be decades before we have a sufficient quantity of top quality scientists and scholars to meet all the needs of universities, industry and government.

In this light, even if higher institutions achieved complete success in securing financial resources needed, what assurances do they have that the continued multiplications of curricula could be staffed with high quality personnel? If we conclude that either financial resources of scientific and scholarly personnel will not be available in sufficient quantity for a large number of institutions to offer high quality programs in every important academic field, two alternatives, roughly, may be considered. One of these is to build up a small number of institutions that are adequately financed and staffed to "offer all things to all men," and let the rest of the institutions scramble for what is left of money and manpower. The second alternative is to work out methods by which a much larger number of institutions can cooperate, supplementing each other's resources and sharing the job in such a way that high quality programs in all fields are available to the extent necessary in the various regions of the nation.

Either of these theoretical solutions should be reached by voluntary institutional decisions, rather than by any plan superimposed from outside the institutions. In neither approach should the educational process be so rationalized as to kill individual creativity or destroy that kind of competition or parallel work which may be conducive to that creativity.

It becomes imperative, then, that higher institutions take the initiative to solve this dilemma by their own devices. Otherwise, they may find their situation sufficiently desperate to warrant reaching for salvation by means not of their own creation or far less healthy for the future of scientific and educational progress.

Because of considerations such as we have briefly outlined here, the southern United States has undertaken to solve cooperatively some of the region's own higher educational problems. It is trying out the second alternative posed above. *Its growth has been evolved slowly through a series of unified activities, experimental in conception, but then firmed into program policies and procedures as they have proved their merit.* A brief account of this evolving pro-

gram may suggest paths for educational development in other regions of the United States.

From the outset the regional education program in the South has had a major concern that lies beyond the financial and scientific manpower considerations. Throughout the fourteen state¹ area there exists a long history of concern over finding ways and means to accelerate the region's economic and cultural development. Elaborate studies by a variety of individuals and agencies had pointed dramatically to the South's potentialities. These studies had also highlighted the types of action needed to bring full life to the latent human, natural and cultural resources.

A great gap lay between present achievement and future potentialities. This gap could be bridged only as individuals, groups, localities, and States created ways and means, methods of action, to apply their minds, muscles and conscience toward achieving full growth and development.

The South's system of elementary and secondary schools and its colleges and universities were envisioned as holding the great catalytic power vital to accelerating the achievement of the region's full stature in the nation's family of States. Higher institutions were seen as the source from which there came research and education in the sciences, technology, and humanities that would help guide and sustain sound economic and cultural growth.

In this light the rapid strengthening of higher institutions was viewed as an essential step in catalyzing the process of regional growth. Equally important, however, was the conception that the intellectual and spiritual energies of these institutions should become a guiding force in a great team of agencies, private and public, busy with building health, wealth, and cultural excellence in the area.

Educators and governmental leaders knew that the major financial resources for strengthening the quality and variety of higher education would have to come from legislative appropriations. They assumed that if institutions in the several states could find practical and agreeable ways to supplement one another's resources and serve the entire region in so doing, great strength might emerge. This would allow the concentration of financial resources according to patterns of institutional cooperation. It would make attainment of educational quality a major focus of institutional effort rather than striving for a great variety of offerings in the same institution with secondary regard for quality.

The movement of this concept from the realm of theory into practice has been and continues to be an operation of great magnitude.

¹ Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.

It has involved two types of coalition: governmental and educational. It has required the joining of these two coalitions into a working team.

The governmental mechanism has been embodied in an interstate compact approved by fourteen state legislatures. The compact authorized the establishment of the Board of Control for Southern Regional Education² to improve the graduate, professional, and technical education offered in the area. The administrative, research, and fiscal agency of the compact is supported by legislative appropriations. The compact calls for a policy board consisting of the governor and three appointees from each state. Generally speaking, these three members are the president of the state university or land-grant college, the state superintendent of education, and the president of the Negro land-grant college. In the periods between meetings of the full Board, there is an eighteen man executive committee which has full authority to act for the Board.

This governmental mechanism has been the legal facility for program development and operation. The constituency of the Board has provided the formal arena for communication and joint decision making by governors and educators.

In working with educators of the region, the Board has followed three major operational policies. Whatever field or technical problem is being considered for regional arrangements, the institutions intimately concerned and the nation's best professional people become parts of study groups to work up the recommendations that would go to the Board for final approval. Second, steps in the development of regional programs are undertaken, with every effort made to strengthen existing institutions, public and private. Third, all appropriate public and private organizations—state, regional, and national—are invited to participate in phases of program formulation and operation in which they have an interest and a contribution to make.

The regional programs have thus evolved out of the educational mechanisms of the area. Committees, commissions, work conferences have been used as the mechanisms through which institutional personnel worked out their conclusions. As the educational groups have worked, it has also been customary to have governors and representatives of state and federal agencies and industry to meet with them from time to time in order to get the cross stimulation of educational, governmental, and lay judgment.

The development of this teamwork between education and government in a regional framework began in September 1948.

² Use of the more accurately descriptive title "Southern Regional Education Board" was authorized by resolution passed by the Board's executive committee on November 11, 1951.

Several months before, the governors of fourteen southern states,³ meeting in their annual Southern Governors' Conference, signed a compact which was to be submitted for legislative approval. The General Education Board of the Rockefeller Foundation provided \$30,000 to spark the development. Until the compact could be approved, and the Regional Education Board legally constituted, the organization operated as a non-profit corporation—The Regional Council for Education.

Ten legislatures met between January and May 1949. The foundation grant would provide for a nine-months austerity program. This meant that if the regional program were to have life breathed into it by legislative approval and financial support, the groundwork had to be successfully completed between September 1 and December 31, 1948.

In order to test one of a possible series of alternative methods for regional cooperation, the fields of human medicine, dentistry, and veterinary medicine were arbitrarily selected as starting points. These were high cost professional fields; there was heavy pressure of students for enrollment; the need for practitioners in these fields was already understood by legislatures; the colleges having such programs were finding the financial burdens heavy; the states not providing programs in these fields were facing the prospect of having to establish facilities and suffer the high cost of construction, equipment, and operation.

Committees were appointed to study methods for setting up interstate agreements in these fields. The needs for such agreements were little debated, but the search for acceptable methods was very difficult. Out of many long conferences there began to be forged what has been called the "contract-for-services" method for regional cooperation. For the states wishing services, a quota system was set at the institutions agreeing to provide the services. Students were admitted to the extent of the quota only if they met the academic standards of the institution and had been certified by the contracting state to be citizens. Final selection of individuals was to be made by the institutions. The contracting state agreed to pay a flat sum to the institution for each student admitted within the quota. The student paid his own tuition. However, he was charged no out-of-state fee if he entered an institution which had differential tuition for in-state and out-of-state students.

The Regional Council's role was to serve as the facility for securing these agreements and administering their operation. The

³ West Virginia, the fifteenth state, participated only in the original signing of the compact and did not become a permanent member of the Board of Control for Southern Regional Education. Kentucky, now a member of the compact, did not sign the document originally.

Council executed one set of contracts with the states. This contract set forth the numbers of students the state wanted trained in each field and the amounts to be paid for each student—\$1000 in veterinary medicine, \$1500 in medicine and dentistry. The Council executed another set of contracts with institutions setting forth the quotas they would receive from each state, the amount to be paid, and the conditions for student admission, and stating that the funds so received would be used to improve the program in which the students were to be enrolled.

Each state set up a committee to handle the arrangements for publicizing the program, processing students to be certified, and handling any other details needing attention in getting the students' applications properly submitted to the regional service institution.

In the perfection of the "contract-for-services" method of regional cooperation, several hundred people participated. Committees made their recommendations, Boards of Trustees endorsed institutional arrangements, and finally, the Regional Council approved the plans. By December 31, 1948, the basic agreements were in legal documents. Appropriation requests, as well as a revised draft of the compact, were transmitted to the legislatures of the ten states having sessions. Then began the work of meeting with legislative committees and groups called together in each state by the governor. By June, 1949, the compact and the necessary appropriations had been approved by ten legislatures. The Regional Council became the Southern Regional Education Board; the non-profit corporate charger was superseded by the compact providing a public corporate entity. And in September 1949 the first 388 regional students entered 12 contracting institutions.

Today this "contract services" program carries 850 students into nineteen institutions. The States are appropriating over a million and a quarter dollars annually for this phase of the regional program. By September 1952 nearly 1100 students will be in the program. In effect, the contract services operation resembles a small regional university with its campus spread across fourteen states. The regional university is built on voluntary agreements between institutions on the one hand and states on the other. These agreements "control" the administration through contract specifications. The member universities maintain complete autonomy in their academic operation.

This brief historical account of the first ten months is given to show the variety of steps taken in launching this program. While these steps were being taken, the Board staff and several technical committees were developing recommendations to activate other elements

of the regional program. Their thinking and proposals were given additional modification and shape by the deliberations of the Board's first Commission on Development of Graduate Studies and a region-wide work conference held at Savannah, Georgia, in the fall of 1949.

By November of 1949, the framework for future developments were considered by the Board. The long-range program emerged with three major foci:

1. There should be regional graduate and professional programs to encourage the development of complementary strengths among institutions.
2. There should be patterns of college and university cooperation with government and industry which would provide for strengthening the research and educational potential of the region by joint use of scientific facilities and personnel.
3. In facilitating the development of regional programs, the Regional Board's primary interest would be in those fields of advanced research and education (a) which could be best strengthened by inter-institutional and interstate agreements for use and finance, and (b) in which the region's economy and culture reflected greatest need for leadership personnel.

Within this framework, two major policy decisions also were developed. First, the Regional Board was to concern itself with methods of work which would help develop really excellent programs of advanced research and education. Its concern was to assist the evolution of a cooperative system of complementary strengths among institutions. Accrediting bodies are perforce concerned with "minimum standards", or what might be considered the floor of "acceptable" academic work. The Board's assistance to institutions was to be concerned with the developmental processes of achieving maximum quality levels in research and education. This distinction cleared the path for cooperative endeavor between the Board and the regional or national accreditation organizations.

As a second major policy decision, the regional program was to assist in developing *particular types* of advanced graduate and professional education programs. The distinguishing characteristics which an advanced graduate or professional program must meet before it is deemed appropriate for regional development: it is a high cost field; it can be provided by one or a small number of institutions for the entire compact area; it promises to produce scientific discoveries and personnel needed by the region. Programs under memoranda of agreement, quite different from the contracts. Under the contracts, funds and students move from state to state. Universities receive greater support, and opportunities for students are spread more broadly among the states. These are

great benefits, but they are attainable only when student demand sufficiently exceeds the available facilities to create pressures within the states for additional schools. It is likely that the number of fields under regional contracts will not become much larger than it is at present. But the opportunities for joint planning and collaboration in instruction and research among universities, and for cooperative efforts among industry, government and universities, throughout the region are almost boundless. As the Board identifies these possibilities, field by field, it hopes to join with the universities in memoranda of agreement. Under the memoranda, the mechanics of the contract disappear. There are no quotas of students, no appropriations by legislatures to cross state lines. Instead there is a statement of intent to cooperate with other institutions doing similar work in planning and executing programs of instruction and research. This sounds innocent enough, but it has in it possibilities of increased scope and quality in southern schools that exceed even the large promise of the regional contracts. Let us take forestry as an example. In that field a commission made a careful study of the role of forestry in the southern economic and social structure on the one hand, and the forestry schools on the other. The Commission made its first report to the Board at Biloxi in 1949. On the basis of the study, last year the Board and the cooperating forestry schools entered into a memorandum of agreement to join hands with each other and with industry and appropriate government agencies in formulating and executing a cooperative program of research, education and service.

That was the first step—executing a memorandum of agreement. Having formally agreed to work together, the several institutions and agencies are now hard at work evolving a long range program which incorporates and strengthens their research and education programs. Industry has already indicated a strong interest in providing added support to such an undertaking.

What does this procedure create that merits its undertaking? First, the method of periodic southwide planning in forestry spotlights a vital force in the regional economy. Second, forestry schools can begin to differentiate their research and teaching programs so as to develop specialties which complement rather than duplicate each other. Third, efforts of the several forestry schools can be pointed more directly toward scientific and personnel problems of industry and government. Fourth, laboratories of industry and government can be used as off-campus research and education centers for colleges, making it unnecessary to duplicate such laboratories and personnel. Fifth, a new system of institution-government-industry action can be established which will provide a wide appeal

to sources of private funds, regionally and nationally, that heretofore have contributed comparatively little or not at all to southern higher education. Sixth, future legislatures can strengthen efforts of their forestry schools with the knowledge that, if their proposals have grown out of the regional forestry program, they merit the strongest possible support. Seventh, the research and educational needs of states not having forestry schools can be met through the regional program, thereby making it unnecessary for such states to duplicate facilities already existent in the South.

In forestry, as in each other program under a memorandum of agreement, the regional planning and program development is guided by an executive committee made up of institutional representatives and members of the Board staff. This committee associates with itself, as consultants, national known figures in the particular field.

As it matures, educational planning and development of this sort may become as important as the Morrill Act which created our land-grant colleges. The Morrill Act made federal funds available in each state to provide education in the agricultural and mechanical arts. The regional program, under a memorandum of agreement, creates a new mechanism for focusing the efforts of public and private colleges, government and industry on the scientific and educational job needed by an entire region. It represents effective use of our own resources to solve our own problems. By voluntary action, the parties in a regional program create a means of pooling resources and taking action to achieve common ends. It is a means that will allow the states to direct their own funds and energies to scientific advances of their own choosing.

The benefits the South has received from our contract service program in four fields are easily described. A given number of students are trained, and the money saved by avoiding construction and operation costs. These items are clear and recognizable and have been quickly achieved.

The Board's work with institutions under memoranda of agreement in graduate and professional fields will be much slower in bearing fruit, but perhaps in the long run its returns will dwarf the other benefits from the Board's work. The region will not be setting its sights to numbers of students trained primarily. Rather, the measure of accomplishment will have to be such things as:

1. Have we accelerated the processes of scientific discovery by southern universities?
2. Are our research and educational programs providing a healthy stream of new ideas for agriculture, industry, health care, government and so on?
3. Are the graduates from regional programs proving to be more competent and in greater demand by employers?

4. Have we helped increase the number of world renowned scholars and scientists staffing southern institutions?
5. Are the scholarly publications of our universities bearing increasing weight in the professional world?
6. Are we attracting from all over the world an increasing number of the best intellects to be students and professors who will make their contributions in the South's progress?
7. Are we getting more return for our educational dollar by sharing high quality facilities than if we tried to duplicate mediocre facilities in every state?

From these points, you can see that regional programs are visualized as a means of helping our institutions across the region become world recognized in various areas of specialty. Why should the South set its sights any lower? Why should it spend the educational dollar for any less return?

Even after the bare structure of this program was finally outlined by action of the Regional Education Board in November, 1949, it took two years longer to evolve the refinement of direction and policy which might make the building of the structure possible. Numerous commissions and committees gave much time and effort to thinking through major issues. Three major southwide work conferences of institutional teams from more than seventy colleges and universities worked night and day in week-long sessions. This group was joined in October of 1951 by more than forty representatives from governmental research and development agencies.

Blind alleys were traveled. But fortunately, in most cases it was possible to discover the dead end and rethink the directions of the program. The most dangerous dead end was experienced in hammering out the methods for implementing the regional arrangements in the graduate fields. The 1950 Daytona Beach work conference of institutional teams worked on and approved a plan by which the Board would "recognize centers of distinction" in graduate work.

A basic part of this plan was the provision for the projection of "developmental plans" for each regional program. The developmental plan was to be the charter for each program. It was to be in sufficient detail so that technical committees could draw conclusions as to the excellence of program design and practicality of its being executed by stages over many years. Recognition of "centers of distinction" was to be in terms of progress achieved in meeting program plans as projected and appropriately modified.

Regional recognition of the "distinguished programs," it was contended, would provide demonstrations of peaks of academic excellence and the conditions out of which they grew. This concept of "recognition" quickly became the target of criticism, almost com-

pletely ignoring the accompanying concept of "developmental planning and progress," by far the most important phase of the idea.

With the spotlight having thus fallen, among some educational circles at least, on the "recognition," this approach it was argued would put the Board in the position of performing some type of graduate accreditation. As the dangers inherent in this perception became apparent, the Board deliberately waited another year while its Graduate Commission and many technical committees continued their thought on the matter. Finally, these groups forged a set of principles and procedures for developing regional programs which were presented to the 1951 Daytona Beach work conference and, with some excellent modifications, were approved in principle.⁴ These decisions were briefed in the section above.

This difficulty in the graduate area is cited as an example of how growth in thought throughout the region is necessary for producing agreements that can sustain regional cooperation. The speed and sequence of events through which programs are evolved is geared to the pace at which individuals and groups become deeply identified with and motivated to study and debate the alternatives, decide upon policies and courses of action, and activate their own decisions.

The process of group decision making at the regional level must also be cultivated within single institutions. The Board felt that institutional self-study and self-evaluation might be a helpful method for stimulating the attainment of higher levels of personnel competence and achievement. As an aid in this process, the Board appointed a special committee who, with the assistance of the Board staff and consultants, prepared *Improving Graduate Education: A Guide to Institutional Self-Evaluation*.⁵

The *Guide* has been issued as an experimental publication. Institutions using the material will provide valuable case material for refining future additions of the material. The ultimate objective of this program was the hope that the institutional evaluation might become a regular part of the administrative process facilitating institutional growth.

During the period while procedures and policies in the graduate area were maturing, the Board was carefully exploring paths of cooperation with government and industry. These activities were of two sorts: (1) the discovery of research and educational potential of selected agencies in the region; and (2) explorations on how

⁴ See *Regional Programs in Professional and Graduate Education—Principles and Procedures*. Southern Regional Education Board: Atlanta, Georgia. (February 1952.) 16 pp.

⁵ See *Improving Graduate Education: A Guide to Institutional Self-Evaluation*. Board of Control for Southern Regional Education: Atlanta, Georgia. (April 1951.) 113 pp.

southern universities and colleges might play a more vigorous role in defense research and use this service as a means of strengthening their research and graduate education potential.

Two federal agencies were chosen for the initial study of research and educational potential: the Tennessee Valley Authority and the Air University. Teams of scientists and scholars were appointed to visit these organizations. Prior to the visit, each agency, with the Board's assistance, did a vast amount of staff work in identifying the fields, facilities, and personnel that might be of interest to universities. Likewise, these agencies identified ways in which universities might assist them in research, graduate training, and exchange of personnel.

The Board's visiting teams for TVA and Air University programs had a university point of view; they were zealous of protecting high standards of academic work in any arrangements that might be made. Within this context they decided the opportunities were excellent, recommended that universities take advantage of them, and suggested administrative methods for cooperation.

Out of these explorations there slowly evolved this concept: The region's governmental and industrial installations possess unique personnel and facilities. These are potential resources for graduate education and research. This potential has not always been recognized and/or translated into educational opportunity. Conversely, universities have important facilities and personnel which might be used by governmental and industrial agencies. The governmental and industrial use of university personnel and facilities, if carefully and wisely programmed as a long-range development, can be so conducted as to strengthen the research and educational resources of the university. At the same time, the objectives of government and industry can be met in a way that makes it unnecessary to duplicate plant and personnel available in surrounding universities.

The effect of this type of cooperation can be to broaden the range and raise the quality of research and graduate education associated with university activity. The nearly seven years experience of the Oak Ridge Institute of Nuclear Studies has given the region excellent experience in this type of cooperation. Building on that experience, universities can—with representatives of government and industry—begin to mature the policies and procedures that should properly govern the more intimate and broader cooperation envisioned here.

Joint programs with colleges and universities have taken shape

with TVA and the Air University.⁶ This process is being extended to other agencies in the region. The Board's Committee on University-Agency Relations serves as the guiding group for these activities. Another activity under the cognizance of the Committee is the regional program to help southern higher institutions contribute more effectively to the research activity of the defense establishment and related organizations.

A team of eighteen scientists and administrators went to Washington with representatives of the Regional Education Board for a week of conferences with agency heads. They met and talked with representatives from twenty-five agencies. The Defense Committee's mission was to determine how southern universities, both individually and as teams, could participate more fully in defense research and development, education, and other service programs.

At the very outset, however, this Committee had its problem defined in a broader context than that of regional self-interest. Many studies have shown the concentration of a high proportion of the total governmental research in eleven university centers. This has been necessary for three major reasons: (1) these institutions in the past have proved themselves to be competent in successfully completing research projects for the federal government; it is only natural that they should be turned to again in a period of national crisis. (2) The scientists and administrators of these institutions have developed the know-how and initiative in presenting sound ideas to the working level personnel in the federal research establishments. They likewise are represented on the top scientific advisory boards of the various governmental agencies. (3) Institutions in the Pacific Northwest, the Rocky Mountain States, the Great Plains and the southern United States have been comparatively untried by research agencies in the defense establishment. They have not in general been vigorous in presenting their ideas and competence to federal agencies. Their scientists have not usually been as heavily called upon to participate in advisory committees—a process which has the important by-product of educating the scientist about the agency and the agency about the scientist. Thus they have been comparatively unknown to the men who must decide where their research contracts will be placed and the institutions have not developed the know-how in securing and administering large scale research programs.

The Board's Defense Committee therefore viewed its problem

⁶ See *Off-Campus Opportunities for Graduate and Professional Education in Air University*, Maxwell Air Force Base, Alabama and Randolph Field, Texas—Bulletin Number One. Board of Control for Southern Regional Education: Atlanta, Georgia. (July 1951.) 23 pp.; see also, *Off-Campus Opportunities for Graduate and Professional Education in the Tennessee Valley Authority*, Knoxville, Tennessee; Muscle Shoals, Alabama; Chattanooga, Tennessee; and Norris, Tennessee—Bulletin Number Two. Board of Control for Southern Regional Education: Atlanta, Georgia. (September 1951.) 39 pp.

as being one held in common by other major regions of the nation. It likewise knew that agency heads in Washington were anxious to find ways and means of dispersing their research program to avoid the well-known dangers inherent in continued concentration.

Out of the work of the Defense Committee there came a series of activities and publications designed to build new paths of co-operation between southern colleges and federal research programs.⁷ Teams of government scientists came South to play major roles in southwide conferences to which there came the presidents and research personnel of more than three hundred fifty institutions. The exchange of information began to accelerate the process of learning on the part of both groups. The Board as a service to government and southern institutions opened and is maintaining a Washington office to further aid institutions and agencies to become better acquainted. More specialized teams of institutional representatives have been taken to Washington by the Board to confer with government scientists.⁸

As these activities continue, two observations have been made: First, while initiative on the part of institutions across the nation is needed, new administrative policies and techniques must also be sought by federal agencies. The tremendous power of huge federal research funds expended over a long period of time can build the scientific potential of institutions over the nation or it can seriously weaken all but a small number which are presently bearing the major burden of the national research program. Even these "favored" institutions may seriously bend under too heavy research loads, losing sight of their educational missions, and if ever deprived of the revenue of governmental research they may face major financial crisis.

A second observation is that, in those regions not customarily participating heavily in federal research programs, joint effort by teams of institutions can do much to make up for limitations of individual institutions. Large federal research grants tend to require the existence or the creation of a huge pool of scientific competence. Frequently, the government buys from one of the heavily participating institutions only the assurance that it has the administrative competence to take government money, build the needed physical plant, and recruit from the nation the scientists needed for the research operation.

⁷ See *Defense Programs of Selected Federal Agencies Affecting Colleges and Universities*, a Summary Report for the Committee on Defense Programs of the Board of Control for Southern Regional Education: Atlanta, Georgia. (March 1951.) 56 pp.

⁸ See *Business and Economic Research: Selected Federal Agency Programs of Interest to Colleges and Universities*. Proceedings of the Conference on Business and Economic Research, Washington, D. C., August 6-10, 1951. Southern Regional Education Board: Atlanta, Georgia. (December 1951.) 51 pp.; see also, "Relationships between the Naval Research Laboratory and Colleges and Universities," the report of a visiting committee of the Board of Control for Southern Regional Education: Atlanta, Georgia (Mimeographed), 15 pp.

Within a regional framework, a team of institutions could very well assume the responsibility for such an operation. By pooling their scientific manpower resources, scattered strengths could be captured in a common effort. Staffs could be preserved and strengthened, new facilities obtained, graduate training opportunities extended. Small and large institutions alike could be partners in such regional undertakings.

This type of activity could have the effect of "tooling up" a group of institutions with new competence and facilities. It could also begin to distribute the scientific potential of the nation over many regions instead of depending heavily on a very few institutions. These considerations could also be refined in more detail in light of utmost importance of building institutional strengths in the basic sciences and fundamental research.

It can readily be seen that these several activities have been conducted with one major guideline: to search experimentally for methods of joint institutional activity that will strengthen the research and educational services available in the region. Each new program is begun somewhat as a pilot plant. Experience in the undertaking is then extended to larger operations. Or, if major pitfalls are identified, the approach is discarded for another path to the same objective as indicated in the previous example about the graduate program.

Today, with the major principles and procedures for developing regional programs pretty generally agreed upon, the explorations with government and industry can be geared into the evolving regional graduate and professional programs. The "contract services" program is being extended and will be used as it seems to provide the best means of program implementation. The new patterns of direct support from legislatures, industry, and government will also be accelerated.

Approximately twenty-three new regional programs are in the process of formulation. They will mature at different rates of speed. Others will be undertaken as interest and experience is gained.

Each of these new regional programs has a special characteristic which makes it an experiment in a particular method of inter-institutional and/or interstate cooperation. Likewise, each program deals with a vital phase of regional development. Some of these include: forestry sciences, government, health sciences, petroleum sciences, aeronautical sciences, experimental statistics, Latin-American Studies, oceanography and marine biology, city and regional planning, plant and animal sciences.

As these programs evolve, each will represent a new union of government, industry, and higher education. Each will be built

in the direction of a genuine regional research, education, and service program. The higher institutions will provide the centers for education and investigation needed to find direction and catalyze the entire process.

The building of a program of regional cooperative action in higher education is fraught with complex problems. The account given here must be limited primarily to a description of its evolution. Yet, even at this early stage of development, it is possible to point up some of the implications of the process that has been consciously followed in developing the program during its three and one-half years.

The theory of regionalism has a rich background in many fields of scholarly and scientific endeavor. With one notable exception, however, the nation has had no major experiment translating the theories and research of regionalism into working administrative arrangements in a large geographic area. This exception has been seen in the evolution of the Tennessee Valley Authority.

The South's regional education program has hinged on finding ways of getting two separate forces to move in the same direction. The existence of the Southern Governors' Conference as a cohesive group has greatly facilitated the initiation and sustaining of the program. The Board's work with legislatures, state administrative officials, and general public information in fourteen states has revealed the great range in political beliefs and governmental procedures that go into creating and maintaining an interstate governmental coalition. This is the basic driving power in any interstate compact operation.

Along with this governmental force there must be developed the educational counterpart. Here the range of differences in educational philosophy and leadership provide the major arena for agreement or conflict. The educational force in southern regional development has had a long history of association and successful activity. Some of these groups include the Southern Association of Colleges and Secondary Schools, the Southern University Conference, and the Conference of Deans of Southern Graduate Schools, the Southern States Work Conference, Southern Council of Chief State School Officers, the Southeastern Library Association, and the Committee on Southern Regional Studies and Education. The leadership patterns in these and other regional groups have provided both possibilities and problems in translating educational agreements into needed legislative action.

In a policy board having among its members fourteen governors, many educators—particularly private institutional representatives—

have voiced the fear that politics would become a dominating force in educational decision making. The present administration of the Regional Board has been given no political pressure whatever in either policy formulation or in administrative planning and operation. The Regional Board, made up of both educators and governors, has proceeded with great respect for the judgment of the professional educator. The Board has provided the situation in which the recommendations coming from a multitude of conferences and commissions have blended the educational and governmental judgments in decision making.

As the educational and governmental forces are mobilized and united, seven major elements to consider in formulating programs of regional action in higher education are:

1. There must be strong motivations that can be satisfied through regional cooperation.
2. There must be evolved the educational and governmental competence to plan and act regionally.
3. The machinery and procedures for regional planning and action must be forged by those who are to use it.
4. There must be a large measure of experimentation in the approach to the problems and the evaluation of attempts at their solution.
5. There must be a large measure of courage to modify policies and procedures to achieve results more effectively.
6. The larger regional program must be built out of a series of small successful operations that provide the base of experience on which the large structure can be erected and sustained.
7. The larger program, and its specific parts, must grow out of the agreements of the educational, governmental, and lay leadership involved; the program can develop no faster than this process of decision-making can take place. The process of decision-making can be assisted; if it is to survive stress and strain, it cannot be forced or manipulated.

The toughest of these seven to achieve have been four and five. Higher education is the greatest defender of research and the experimental method as applied to scientific endeavor. Sometimes the same individuals who are our most distinguished scientists and scholars will exhibit complete intellectual blocks in taking the same experimental and scientific approach to educational evaluation and design.

There are at least five major assumptions in educational design and administration that the South's present pattern of regional cooperation should give some light on in a few years:

1. That a university can build a research and instructional program of genuine excellence in a given field without at the

same time building in programs of *equal* strength in all other fields, or even in all associated fields at the same time.

2. That in a given academic specialty a strong research and educational experience can be provided advanced students by the faculties and students of other institutions not possess-institutions.
3. That the technical competence of an institution can be shared by the faculties and students of other institutions not possessing it and thereby contribute to the general strengthening of other institutions and to the further improvement of the institution so sharing it facilities.
4. That the personnel and facilities of industry and government can be systematically utilized as educational resources at the advanced graduate levels by universities, thereby allowing for enrichment of existing university programs and the offering of a greater variety of training than would otherwise be possible.
5. That the personnel and facilities of universities can be more systematically utilized by government and industry, thereby providing a greater flexibility for meeting the research and personnel training needs of industry and government and concurrently strengthening and expanding the scientific and training competence of universities.

Experience will soon begin to substantiate or invalidate these hypotheses. New developments can be guided accordingly. There may be many paths to be explored to determine the full import of the directions suggested here. Great patience and wisdom will have to be drawn upon from whatever source they may be found to integrate such powerful forces into true educational strengths.

The crisis in dollars and crisis in scholars facing American higher education pose problems that cannot be solved by pursuing exclusively the same old patterns of institutional planning and finance. It may be that the process of regional cooperation in higher education can provide at least one way of dealing with this dilemma.

MIDDLE STATES ASSOCIATION OF COLLEGES AND
SECONDARY SCHOOLS

LIST OF ACCREDITED COLLEGES

JANUARY 1, 1953

The original list was adopted in 1921. In the case of colleges subsequently approved the date of approval is given. Engineering schools were first included in 1927, Junior Colleges in 1932, and Teachers Colleges in 1937. The city following the name of the college is the post office, as listed in the U. S. Postal Guide.

Accreditation is based upon the "Standards for Accreditation" and "Questionnaire" as adopted by the Middle States Association in January 1948 and revised subsequently. Copies may be obtained from the Secretary of the Commission.

COLLEGE	LOCATION	HEAD
DELAWARE		
University of Delaware	Newark	John A. Perkins
DISTRICT OF COLUMBIA		
American University(1928)	Washington 16	Hurst Robins Anderson
Catholic University of America	Washington 17	Rt. Rev. Msgr. P. J. McCormick
Dunbarton College of the Holy Cross(1940)	Washington 7	Sister M. Mildred Dolores
George Washington University	Washington 6	Cloyd Heck Marvin
Georgetown University(1922)	Washington 7	V. Rev. Edward B. Bunn, S.J.
Howard University	Washington 1	Mordecai W. Johnson
Miner Teachers College(1944)	Washington 1	Eugene A. Clark
Trinity College	Washington	Sister Catherine Dorothea
Washington Missionary College (1942)	Washington 12	William H. Shephard
Wilson Teachers College(1943)	Washington 9	Walter E. Hager
MARYLAND		
College of Notre Dame of Maryland (1925)	Baltimore 10	Sister Margaret Mary S.S.N.D.
Goucher College	Towson, Baltimore 4 ...	Otto F. Kraushaar
Hood College(1922)	Frederick	Andrew G. Truxal
Johns Hopkins University	Baltimore 18	Detlev W. Bronk
Loyola College(1931)	Baltimore 10	Rev. Thomas J. Murray
Morgan State College(1925)	Baltimore 12	Martin D. Jenkins
Mt. St. Agnes College(1949)	Baltimore 9	Sister Mary Placide
Mount St. Mary's College(1922)	Emmitsburg	V. Rev. John J. Sheridan
St. Joseph's College(1927)	Emmitsburg	V. Rev. Francis J. Dodds, C.M.
St. Mary's Seminary and University .. (1951)	Baltimore	Rev. Lloyd P. McDonald, S.S.
State Teachers College(1949)	Towson 4	Earle T. Hawkins
United States Naval Academy (1947)	Annapolis	Vice-Admiral Charles Turner Joy
University of Maryland	College Park	Harry Clifton Byrd
Washington College(1925)	Chestertown	Daniel Z. Gibson
Western Maryland College ... (1922)	Westminster	Lowell S. Ensor
Woodstock College(1944)	Woodstock	Rev. Joseph F. Murphy, S.J.
NEW JERSEY		
Caldwell College for Women ..(1952)	Caldwell	Mother M. Joseph, O.P.
College of St. Elizabeth	Convent Station	Sister Hildegard Marie Mahoney
Drew University(1932)	Madison	Fred G. Holloway
Fairleigh Dickinson College ... (1951)	Rutherford	Peter Sammartino
Georgian Court College(1922)	Lakewood	Sister Marie Anna
New Jersey College for Women	New Brunswick	Margaret T. Corwin

COLLEGE	LOCATION	HEAD
Newark College of Engineering (1934)	Newark 2	Robert W. Van Houten
State Teachers College (1937)	Montclair	E. DeAlton Partridge
State Teachers College (1938)	Trenton 5	Roscoe L. West
Princeton University	Princeton	Harold Willis Dodds
Rutgers University	New Brunswick	Lewis Webster Jones
St. Peter's College (1935)	Jersey City	James J. Shanahan
Seton Hall University (1932)	South Orange	Rev. Msgr. John L. McNulty
Stevens Institute of Technology (1927)	Hoboken	Jess H. Davis
Upsala College (1936)	East Orange	Rev. Evald Benjamin Lawson
NEW YORK		
Adelphi College	Garden City	Paul Dawson Eddy
Alfred University	Alfred	M. Ellis Drake
Bard College	Annandale-on-Hudson ..	James H. Case, Jr.
Barnard College	New York City	Millicent C. McIntosh
Brooklyn College (1933)	Brooklyn 10	Harry D. Gideonse
Canisius College	Buffalo 8	Rev. Philip E. Dobson, S.J.
City College	New York City	Buell G. Gallagher
Clarkson College of Technology (1927)	Potsdam	William Van Note
Colgate University	Hamilton	Everett N. Case
College of Mt. St. Vincent	New York City 71	Sister Catharine Marie
College of New Rochelle	New Rochelle	Mother M. Dorothea Dunkerley
College of Saint Rose (1928)	Albany 3	Sister Rose of Lima
Columbia University	New York City 27	Grayson L. Kirk
Cooper Union (1946)	New York City 3	Edwin S. Burdell
Cornell University	Ithaca	Deane Waldo Malott
D'Youville College (1928)	Buffalo 1	Sister Margaret of the Sacred Heart
Elmira College	Elmira	Lewis Eldred
Fordham University	New York City 58	Rev. Laurence J. McGinley
Good Counsel College (1930)	White Plains	Sister M. Dolores
Hamilton College	Clinton	Robert J. McEwen
Hartwick College (1949)	Oneonta	Henry J. Arnold
Hobart College	Geneva	Alan Willard Brown
Hofstra College (1940)	Hempstead, L. I.	John Cranford Adams
Houghton College (1935)	Houghton	Stephen W. Paine
Hunter College	New York City 21	George N. Shuster
Iona College (1952)	New Rochelle	Brother Arthur A. Loftus
Keuka College (1927)	Keuka Park	Katherine Gillette Blyley
Manhattan College	New York City 71	Brother Bonaventure Thomas, F.S.C.
Manhattanville College of the Sacred Heart (1926)	Purchase, Harrison	Mother Eleanor M. O'Byrne, R.S.C.J.
Maryknoll Teachers College .. (1949)	Maryknoll	Mother Mary Joseph Rogers
Marymount College (1927)	Tarrytown-on-Hudson ..	Mother M. Thérèse Dalton
Mt. St. Joseph Teachers College (1951)	Buffalo	Sister M. Hubert
Nazareth College (1930)	Rochester 18	Mother M. Helene
New York University	New York City 53	Henry Townley Heald
Niagara University (1922)	Niagara Falls	V. Rev. Francis L. Meade, C.M.
Notre Dame College of Staten Island (1942)	Staten Island 1	Mother Saint Egbert, Acting
Polytechnic Institute of Brooklyn (1927)	Brooklyn	Harry S. Rogers
Pratt Institute (1950)	Brooklyn 5	Charles Pratt
Queens College (1941)	Flushing 67	John J. Theobald
Rensselaer Polytechnic Institute (1927)	Troy	Livingston W. Houston
Russell Sage College (1928)	Troy	Lewis A. Froman

COLLEGE	LOCATION	HEAD
St. Bernadine of Siena College (1943)	Loudonville	V. Rev. Bertrand J. Campbell, O.F.M.
St. Bonaventure University ... (1924)	St. Bonaventure	V. Rev. Juvenal Lalor, O.F.M.
St. John's University	Brooklyn 6	V. Rev. John A. Flynn, C.M.
St. Joseph's College for Women (1928)	Brooklyn 5	V. Rev. William T. Dillon, C.M.
St. Lawrence University	Canton	Eugene Garrett Bewkes
Sarah Lawrence College (1937)	Bronxville 8	Harold Taylor
Skidmore College (1925)	Saratoga Springs	Henry T. Moore
State University of New York (1952)	Albany 1	William S. Carlson
Champlain College	Plattsburgh	Amy M. Gilbert
Harpur College	Endicott	Glenn G. Bartle
College of Forestry	Syracuse	Hardy L. Shirley
Downstate Medical Center	Brooklyn 2	Jean A. Curran
Maritime College	Fort Schuyler 61, N. Y. C.	Calvin T. Durgin
Upstate Medical Center	Syracuse	William R. Willard
College for Teachers	Albany	Evan R. Collins
College for Teachers	Buffalo	Harvey M. Rice
Teachers College	Brockport	Donald M. Tower
Teachers College	Cortland	Donnal V. Smith
Teachers College	Fredonia	Robert S. Thompson, Acting
Teachers College	Geneseo	George W. Angell, Acting
Teachers College	New Paltz	Royal F. Netzer
Teachers College	Oneonta	Foster S. Brown
Teachers College	Oswego	Edward E. Redcay, Acting
Teachers College	Plattsburgh	Frederick W. Crumb
Teachers College	Potsdam	Paul B. Orvis
Agricultural and Technical Institute	Alfred	Albert E. French
Agricultural and Technical Institute	Canton	Harlond L. Smith
Agricultural and Technical Institute	Delhi	Malcolm B. Galbreath
Agricultural and Technical Institute	Morrisville	Ray L. Wheeler
Institute of Agriculture and Home Economics	Cobleskill	Cecil C. Tyrell
Institute of Applied Arts and Sciences	Binghamton	Otto Klitgord
Institute of Applied Arts and Sciences	Brooklyn 1	Richard R. Dry
Institute of Applied Arts and Sciences	Buffalo	Paul B. Richardson
Institute of Applied Arts and Sciences	Utica	Philip C. Martin
Institute of Applied Arts and Sciences	White Plains	Halsey B. Knapp
Long Island Agricultural and Technical Institute	Farmingdale, L. I.	William Pearson Tolley
Syracuse University	Syracuse 10	Carter Davidson
Union University	Schenectady	Rear Admiral Gordon McLintock, U.S.M.S.
United States Merchant Marine Academy (1949)	Kings Point, L. I.	Maj. Gen. Frederick A. Irving
United States Military Academy (1949)	West Point	Thomas R. McConnell
University of Buffalo	Buffalo 14	C. W. de Kiewiet
University of Rochester	Rochester 3	Sarah Gibson Blanding
Vassar College	Poughkeepsie	David M. Delo
Wagner Lutheran College (1936)	Staten Island	

COLLEGE	LOCATION	HEAD
Webb Institute of Naval Architecture (1950)	Glen Cove, L. I.	Rear Adm. Frederick E. Haeberle
Wells College	Aurora	Louis Jefferson Long
William Smith College	Geneva	Alan Willard Brown
Yeshiva University (1948)	New York City 33	Samuel Belkin
PENNSYLVANIA		
Academy of the New Church .. (1952)	Bryn Athyn	George de Charms
Albright College (1926)	Reading	Harry V. Masters
Allegheny College	Meadville	Louis Tomlinson Benezet
Alliance College (1952)	Cambridge Springs	Arthur P. Coleman
Beaver College (1946)	Jenkintown	Rev. Raymon M. Kistler
Bryn Mawr College	Bryn Mawr	Katharine McBride
Bucknell University	Lewisburg	Horace Hildreth
Carnegie Institute of Technology	Pittsburgh 13	John C. Warner
Cedar Crest College (1944)	Allentown	Dale H. Moore
Chestnut Hill College (1930)	Philadelphia 18	Sister Maria Kostka
College Misericordia (1935)	Dallas	Sister Annunciata Merrick, R.S.M.
Dickinson College	Carlisle	William Wilcox Edel
Drexel Institute of Technology (1927)	Philadelphia 4	James Creese
Duquesne University (1935)	Pittsburgh 19	Rev. V. F. Gallagher
Elizabethtown College (1948)	Elizabethtown	A. C. Baugher
Franklin and Marshall College	Lancaster	Theodore August Distler
Gannon College (1951)	Erie	Rev. Joseph J. Wehrle
Geneva College (1922)	Beaver Falls	Charles M. Lee
Gettysburg College	Gettysburg	Walter Consuelo Langsam
Grove City College (1922)	Grove City	Wier C. Ketter
Haverford College	Haverford	Gilbert F. White
Immaculata College (1928)	Immaculata	Rt. Rev. Msgr. Vincent L. Burns
Juniata College (1922)	Huntingdon	Calvert N. Ellis
Lafayette College	Easton	Ralph Cooper Hutchinson
LaSalle College (1930)	Philadelphia 41	Brother E. Stanislaus, F.S.C.
Lebanon Valley College (1922)	Annville	Frederic K. Miller
Lehigh University	Bethlehem	Martin D. Whitaker
Lincoln University (1922)	Lincoln Univ. P. O.	Horace Mann Bond
Lycoming College (1950)	Williamsport	Rev. John W. Long
Marywood College	Scranton 9	Sister M. Eugenia
Mercyhurst College (1931)	Erie	Mother M. DeSales Preston
Moravian College and Theological Seminary (1922)	Bethlehem	Rev. Raymond S. Hauptert
Mount Mercy College (1935)	Pittsburgh 13	Sister M. Muriel, Acting
Muhlenberg College	Allentown	J. Conrad Seegers
Pennsylvania College for Women ... (1924)	Pittsburgh 32	Paul R. Anderson
Pennsylvania State College	State College	Milton S. Eisenhower
Rosemont College (1930)	Rosemont	Mother Mary Chrysostom
St. Francis College (1939)	Loretto	Rev. Adrian J. M. Veigle, T.O.R.
St. Joseph's College (1922)	Philadelphia 31	V. Rev. Edward G. Jacklin, S.J.
St. Vincent College	Latrobe	R. Rev. Denis O. Strittmatter, O.S.B.
Seton Hill College	Greensburg	Rev. William G. Ryan
State Teachers College (1950)	Bloomsburg	Harvey G. Andruss
State Teachers College (1951)	California	C. Herman Grose
State Teachers College (1951)	Cheyney	James Henry Duckrey
State Teachers College (1948)	Clarion	Paul G. Chandler
State Teachers College (1950)	East Stroudsburg	Joseph F. Noonan
State Teachers College (1949)	Edinboro	L. H. Van Houten
State Teachers College (1941)	Indiana	Willis E. Pratt
State Teachers College (1944)	Kutztown	Q. A. W. Rohrbach

COLLEGE	LOCATION	HEAD
State Teachers College(1949)	Lock Haven	Richard T. Parsons
State Teachers College(1942)	Mansfield	James G. Morgan
State Teachers College(1950)	Millersville	D. L. Biemesderfer
State Teachers College(1939)	Shippensburg	Harry L. Kriner
State Teachers College(1943)	Slippery Rock	Dale W. Houk
State Teachers College(1946)	West Chester	Charles S. Swope
Susquehanna University(1930)	Selinsgrove	G. Morris Smith
Swarthmore College	Swarthmore	John W. Nason
Temple University	Philadelphia 22	
Thiel College(1922)	Greenville	Fredric B. Irvin
University of Pennsylvania	Philadelphia 4	
University of Pittsburgh	Pittsburgh 13	R. H. Fitzgerald
University of Scranton(1927)	Scranton 3	Rev. J. Eugene Gallery, S.J.
Ursinus College	Collegeville	Norman E. McClure
Villa Maria College(1933)	Erie	Mother Aurelia
Villanova College	Villanova	Rev. Francis X. N. McGuire
Washington & Jefferson College	Washington	Boyd C. Patterson
Waynesburg College(1950)	Waynesburg	Paul R. Stewart
Westminster College	New Wilmington	Will W. Orr
Wilkes College(1949)	Wilkes-Barre	Eugene S. Farley
Wilson College(1922)	Chambersburg	Paul Swain Havens
PUERTO RICO		
College of the Sacred Heart ..(1950)	Santurce	Mother Consuelo Herrera, R.S.C.J.
Polytechnic Institute of Puerto Rico .. (1944)	San German	Edward G. Seel
University of Puerto Rico(1946)	Rio Piedras	Jaime Benitez

LIST OF ACCREDITED JUNIOR COLLEGES

COLLEGE	LOCATION	HEAD
Bennett Junior College(1938)	Millbrook, N. Y.	Miss Courtney Carroll
Briarcliff Junior College(1944)	Briarcliff Manor, N. Y. ..	Mrs. Ordway Tead
Canal Zone Junior College(1941)	Balboa, C. Z.	Roger C. Hackett
Centenary Junior College(1932)	Hackettstown, N. J.	Edward W. Seay
Concordia Collegiate Institute (1941)	Bronxville, N. Y.	Albert E. Meyer
Finch College(1940)	New York City 21	Roland R. De Marco
Georgetown Visitation Junior College (1933)	Washington 7, D. C.	Sister Margaret Mary Sheerin
Hershey Junior College(1943)	Hershey, Pa.	V. H. Fenstermacher
Immaculata Junior College ... (1937)	Washington 16, D. C. ...	Sister Marie Angele, S. P.
Jersey City Junior College(1949)	Jersey City, N. J.	Frank J. McMackin
Keystone Junior College(1936)	La Plume, Pa.	Blake Tewksbury
Monmouth Junior College(1952)	Long Branch, N. J.	Edward G. Schlaefer
Montgomery Junior College ... (1950)	Takoma Park 12, Md. ..	Hugh G. Price
Mount Aloysius Junior College (1943)	Cresson, Pa.	Sister Mary Anne, R.S.M.
Packer Collegiate Institute(1932)	Brooklyn 2, N. Y.	Paul David Shafer
St. Charles College(1939)	Catonsville, Md.	Rev. George A. Gleason, S.S.
St. Joseph's Seraphic Seminary (1952)	Callicoon, N. Y.	Rev. Cassian J. Kirk
Wesley Junior College(1950)	Dover, Del.	J. Paul Slaybaugh

LIST OF ACCREDITED SECONDARY SCHOOLS

JANUARY 1, 1953

(The date of first accreditation follows the name of the school. The city following the name of the school is the post office, as listed in the U. S. Postal Guide.)

Schools are accredited according to the procedures of the Cooperative Study of Secondary School Standards. Information concerning evaluation may be secured from the Cooperative Study of Secondary School Standards, 1785 Massachusetts Ave., N. W., Washington 6, D. C. or The Commission on Secondary Schools, 3627 Locust Street, Philadelphia 4, Pa.

SCHOOL	LOCATION	HEAD
DELAWARE		
Alexis I. duPont Junior-Senior High School (1939)	Wilmington 67 (Kennett Pike)	Thomas W. Howie, Ed.D.
Archmere Academy (Boys) .. (1941)	Claymont	Rev. Justin E. Diny, O.Praem.
Caesar Rodney Junior-Senior High School (1934)	Camden	William B. Simpson
Claymont Junior-Senior High School. (1930)	Claymont	Harvey E. Stahl
Delmar Junior-Senior High School .. (1950)	Delmar	David M. Green
Dover Junior-Senior High School ... (1930)	Dover	Morrell L. Vehslage
Friends School (1928)	Wilmington 284 (Alapocas Drive)	Wilmot R. Jones
Georgetown Junior-Senior High School (1934)	Georgetown	James B. Owen
Harrington Junior-Senior High School (1932)	Harrington	Jacob C. Messner
Henry C. Conrad High School. (1947)	Wilmington 177 (Woodcrest)	Clarence Wallace Cummings
Laurel Junior-Senior High School ... (1936)	Laurel	Chester T. Dickerson
Lewes Junior-Senior High School ... (1932)	Lewes	H. Geiger Omwake
Middletown Junior-Senior High School (1937)	Middletown	Ellis K. Lecrone
Milford Junior-Senior High School .. (1936)	Milford	Ramon C. Cobbs
Mount Pleasant Junior-Senior High School (1951)	Wilmington 280 New Castle	E. Raymond Schwinger
New Castle—William Penn High School (1934)	Newark	Charles E. Smith
Newark Junior-Senior High School .. (1928)	Middletown	Frederick B. Kutz
Saint Andrew's School (Boys) .. (1936)	Wilmington 27 (801 West St.)	Rev. Walden Pell, 2d
Salesianum School for Boys ... (1944)	Hockessin	Rev. Thomas A. Lawless, O.S.F.S.
Sanford Preparatory School ... (1938)	Seaford	Mrs. Ellen Q. Sawin
Seaford High School (1930)	Smyrna	Milman E. Prettyman
Smyrna—John Bassett Moore Junior-Senior High School (1928)	Wilmington 47 (2813 W. 17th St.)	George W. Wright
Tower Hill School (1928)	Wilmington 19 (1106 Pennsylvania Ave.)	Rev. W. Brooke Stabler
Ursuline Academy (Girls) ... (1928)		Mother Margaret Mary, O.S.U.

SCHOOL	LOCATION	HEAD
<i>Wilmington Public High Schools:</i>		
Howard Junior-Senior High School (1930)	Wilmington 48 (13th & Poplar Sts.)	George A. Johnson
Pierre S. duPont Junior-Senior High School (1936)	Wilmington 276 (34th & Van Buren Sts.)	Samuel P. Maroney
Wilmington High School ... (1928)	Wilmington 16 (Delaware Ave. & Monroe St.)	Clarence A. Fulmer
DISTRICT OF COLUMBIA		
Academy of the Holy Cross (Girls) .. (1930)	Washington 8 (2935 Upton St., N. W.)	Sister M. Fernando, C.S.C.
Academy of Notre Dame (Girls) ... (1931)	Washington 2 (N. Capitol & K Sts., N. E.)	Sister Gertrude Saint Edward, S.N.D.deN.
Academy of the Sacred Heart (Girls) (1932)	Washington 10 (1621 Park Rd., N. W.)	Sister Mary Emily, O.P.
Georgetown Visitation Convent School (Girls) (1930)	Washington 7 (1500 35th St., N. W.)	Sister Mary Leonard Whipple, Vis.B.V.M.
Gonzaga College High School (Boys) (1933)	Washington 1 (27 Eye St., N. W.)	Rev. John B. Lanahan, S.J.
Holton-Arms School (Girls) .. (1928)	Washington 8 (2125 S St., N. W.)	Miss Sallie E. Lurton
Holy Trinity High School (Girls) ... (1933)	Washington 7 (36th & O Sts., N. W.)	Sister Mary Roberta, R.S.M.
Immaculata Seminary (Girls). (1928)	Washington 16 (4344 Wisconsin Ave., N. W.)	Sister Margaret Agnes, S.D.P.
Maret School (Girls) (1930-33; 1942)	Washington 8 (2118 Kalorama Rd., N. W.)	Mrs. Margaret Goodwin Williams
Mount Vernon Seminary (Girls) (1928)	Washington 7 (2100 Foxhall Rd., N. W.)	Mrs. Olwen Lloyd
National Cathedral School (Girls) .. (1932)	Washington 16 (Wisconsin Ave. & Woodley Rd., N. W.)	Miss Katharine Lee
Saint Albans, The National Cathedral School for Boys (1928)	Washington 16 (Massachusetts & Wisconsin Aves., N. W.)	Rev. Charles Samuel Martin
Saint Anthony High School ... (1938)	Washington 17 (12th & Lawrence Sts., N. E.)	Sister Cornelia, O.S.B.
Saint Cecilia's Academy (Girls) ... (1934)	Washington 3 (601 E. Capitol St.)	Sister M. Rose Viterbo, C.S.C.
Saint John's College High School (Boys) (1929)	Washington 5 (1225 Vermont Ave., N. W.)	Brother Edmund Clement, F.S.C.
Saint Paul's Academy (1934)	Washington 9 (1421 Vee St., N. W.)	Sister M. Margaret Charles, C.S.C.
Sidwell Friends School, The .. (1928)	Washington 16 (3901 Wisconsin Ave., N. W.)	Robert S. Lyle
<i>Washington Public High Schools:</i>		
Anacostia Senior High School (1939)	Washington 20 (16th & R Sts., S. E.)	Mrs. Opal H. Corkery

SCHOOL	LOCATION	HEAD
Armstrong Technical High School. (1929)	Washington 1 (O St. bet. 1st & 3rd, N. W.)	Francis A. Gregory
Calvin Coolidge Senior High School (1943)	Washington 11 (5th & Tuckerman Sts., N. W.)	Cedric Reynolds
Capitol Page School (Boys) (1950)	Washington 25 (Library of Congress)	Miss Ruth McRea
Francis L. Cardozo Senior High School (1932)	Washington 9 (13th & Clifton Sts., N. W.)	Robert N. Mattingly
Dunbar Senior High School (1929)	Washington 1 (1st & N Sts., N. W.)	Charles S. Lofton
Theodore Roosevelt Senior High School (1929)	Washington 11 (4301 13th at Upshur St., N. W.)	Mrs. Elva C. Wells
Eastern Senior High School .. (1929)	Washington 3 (17th & E. Capitol Sts.)	John Paul Collins
Western Senior High School (1929)	Washington 7 (35th & R Sts., N. W.)	Nathaniel A. Danowsky
William McKinley Senior High School (1929)	Washington 2 (2d & T Sts., N. E.)	Charles E. Bish, Ed.D.
Woodrow Wilson Senior High School (1937)	Washington 16 (Nebraska Ave. & Chesapeake St., N. W.)	John Frederick Brougher, Ed.D.
Woodward School for Boys ... (1928)	Washington 6 (1736 G St., N. W.)	Walter R. Lewis
MARYLAND		
Aberdeen Junior-Senior High School (1952)	Aberdeen	George H. Corddry, Jr.
Academy of the Holy Names (Girls) (1943)	Silver Spring	Sister M. Ellen-Rose, S.H.M.
Annapolis High School (1940)	Annapolis	Ernest H. Herklotz
Annapolis—Wiley H. Bates High School (1953)	Annapolis	Douglas S. King
Baltimore Friends School (1928)	Baltimore 10 (5114 N. Charles St.)	Bliss Forbush
<i>Baltimore Public High Schools:</i>		
Baltimore City College (Boys) ... (1928-34; 1942)	Baltimore 18 (33rd St. & the Alameda)	Chester H. Katenkamp, Ed.D.
Baltimore Eastern Senior High School (Girls) (1928)	Baltimore 18 (33rd St. & Loch Raven Rd)	Miss A. Marguerite Zouck
Baltimore Polytechnic Institute (Boys) (1928)	Baltimore 2 (200 E. North Ave. at Calvert St.)	Wilmer A. Dehuff
Baltimore Southern Junior-Senior High School (1925)	Baltimore 30 (Warren Ave. & William St.)	John H. Schwatka
Baltimore Western High School (Girls) (1928-33; 1935)	Baltimore 17 (Pulaski St. & Gwynns Falls Parkway)	Miss Mildred M. Coughlin
Forest Park High School (1928-32; 1936)	Baltimore 7 (Chatham Rd. & Eldorado Ave.)	Wendell E. Dunn
Frederick Douglass High School ... (1928)	Baltimore 17 (Calhoun & Baker Sts.)	Ralph W. Reckling

SCHOOL	LOCATION	HEAD
Patterson Park High School (1940)	Baltimore 24 (Pratt & Lombard Sts.)	G. Gordon Woelper
Paul Laurence Dunbar Junior-Senior High School (1951)	Baltimore 5 (Caroline & McElderry Sts.)	Mrs. Vivian E. Cook
Bel Air Junior-Senior High School.. (1938)	Bel Air (E. Gordon & Franklin Sts.)	Willard L. Hawkins
Bethesda-Chevy Chase Senior High School (1931)	Bethesda 14	William G. Pyles
Brunswick Junior-Senior High School (1928)	Brunswick	Herman A. Hauver
Calvert Hall High School (Boys).... (1928)	Baltimore 1 (320 Cathedral St. at Mulberry)	Brother Gabriel Cecilian, F.S.C.
Cambridge High School (1951)	Cambridge	James G. Busick
Carver High School (1953)	Towson 4 (No. York Rd.)	Miss Minnie H. Woolford
Catonsville High School (1929)	Baltimore 28 (100 Block Bloomsbury Ave., Catonsville)	Taylor F. Johnston
<i>Cumberland Public High Schools:</i>		
Allegany Junior-Senior High School (1928)	Cumberland (616 Sedgwick St.)	Ralph R. Webster
Fort Hill Junior-Senior High School (1931)	Cumberland	Victor D. Heisey
Dundalk Junior-Senior High School.. (1952)	Dundalk 22	John F. Cassiday
Elkton Junior-Senior High School... (1950)	Elkton	Ralph H. Beachley
Franklin High School (1953)	Reisterstown	L. Lee Lindley
Frederick High School (1928)	Frederick	Harry O. Smith
Frederick Sasser High School (1953)	Upper Marlboro	Robert E. King, Jr.
Gaithersburg Junior-Senior High School (1932)	Gaithersburg	George L. Osterwise, Ed.D.
Georgetown Preparatory School (Boys) (1928)	Garrett Park	Rev. William A. Ryan, S.J.
Gilman Country School for Boys (1936)	Baltimore 10 (5407 Roland Ave.)	Henry H. Callard
Glen Burnie Senior High School ... (1936)	Glen Burnie	Charles W. Whayland
Hagerstown Senior High School ... (1928)	Hagerstown	William L. Donaldson
Hannah More Academy (Girls) (1931)	Reisterstown	Victor R. Cain
Institute of Notre Dame (Girls) (1952)	Baltimore 3 (901 Aisquith St.)	Sister Mary Lenore
Kenwood High School (1952)	Raspeburg	Willis H. White
Landon School for Boys (1936)	Bethesda 14	Paul L. Banfield
Laurel Junior-Senior High School ... (1953)	Laurel	L. B. Howland
Loyola High School (Boys) ... (1933)	Towson 4	Rev. Michel Blee
McDonogh School (Boys) (1928)	McDonogh	Louis E. Lamborn
Milford Mill Junior-Senior High School (1953)	Baltimore 7 (3800 Wash. Ave.)	George W. Schluderberg
Montgomery Blair Senior High School (1932)	Silver Spring (Wayne Ave. & Dale Drive)	Daryl W. Shaw

SCHOOL	LOCATION	HEAD
Mount Saint Agnes School (Girls) .. (1928)	Baltimore 9	Sister Mary Christopher, R.S.M.
Mount Saint Joseph High School (Boys)(1933)	Baltimore 29	Brother Placidus Evans, C.F.X.
North Harford Junior-Senior High School(1953)	(4403 Frederick Ave.) Pylesville	William H. Pyle
Notre Dame of Maryland Preparatory School (Girls)(1928)	Baltimore 10	Sister Mary Virginia, S.S.N.D.
Oldfield School (Girls)(1942)	(4701 N. Charles St.) Glencoe	Duncan McCulloch, Jr.
Oxon Hill High School(1953)	Washington 20	Michael E. Hernick
	(6751 Indian Head Rd., S. E.)	
Park School of Baltimore, The (1928)	Baltimore 15	Hans Froelicher, Jr.
	(2901 Liberty Heights Ave.)	
Richard Montgomery Junior-Senior High School(1932)	Rockville	Joseph J. Tarallo
Roland Park Country School for Girls (1928)	Baltimore 10	Miss Anne Healy
	(817 W. University Parkway)	
Saint James School for Boys ..(1930)	St. James	Vernon Brown Kellett, Ph.D.
Saint Mary's Female Seminary (High School Dept.)(1931)	Saint Mary's City	Miss May Russell
Saint Marys High School(1953)	Annapolis	Sister Mary Agatho, S.S.N.D.
Saint Paul's Parish School for Boys.. (1947)	Baltimore 9	S. Atherton Middleton
Seton High School for Girls ..(1931)	(2101 W. Rogers Ave.) Baltimore 18	Sister Mary Geraldine, S.C.
	(2800 N. Charles St.) Sandy Spring	
Sherwood Junior-Senior High School. (1932)	Dundalk 22	Charles B. Remaley
Sollers Point Junior-Senior High School(1953)	Sparks	Charles W. Fletcher
Sparks Junior-Senior High School ... (1953)	Sparrows Point	Harvey W. Kreuzburg
Sparrows Point Junior-Senior High School(1953)	Takoma Park 12	Nelson F. Hurley
Takoma Academy(1935)	Baltimore 4	John P. Laurence
Towson High School(1942)	(Cedar Ave.) Brooklandville	W. Horace Wheeler
Trinity Preparatory School (Girls).. (1949)	Ilchester	Sister Rosalia, S.N.D. deN.
Trinity Preparatory School (Girls).. (1941)	Salisbury	Sister Elizabeth Carmelita, S.N.D. deN.
Wicomico High School(1932)		William B. Jones
NEW JERSEY		
Academy of the Holy Angels (Girls) (1933)	Fort Lee 1	Sister M. Frances Therese, Ph.D., S.S.N.D.
Academy of Saint Elizabeth (Girls).. (1928-44;1946)	Convent Station	Sister Grace Benigna, S.C.
Admiral Farragut Academy (Boys).. (1937)	Pine Beach	Raven O. Dodge
Asbury Park High School(1928)	Asbury Park	John L. Ballou
Atlantic City Friends School ..(1948)	Atlantic City	Mrs. Kathryn R. Morgan
	(1216 Pacific Ave.)	
Atlantic City High School(1939)	Atlantic City	Charles R. Hollenbach
Atlantic Highlands High School (1928)	Atlantic Highlands	Bradley A. VanBrunt
Audubon Junior-Senior High School..	Audubon	Miss Grace N. Kramer

SCHOOL	LOCATION	HEAD
Bayonne—Daniel P. Sweeney High School(1928)	Bayonne	Walter F. Robinson, Ph.D.
Beard School for Girls, The..(1928)	Orange	Miss Edith M. Sutherland
Belleville High School(1934)	(560 Berkeley Ave.)	
Belvidere High School(1948)	Belleville 9	Hugh D. Kittle
Bergenfield Junior-Senior High School	Belvidere	William L. Lowther
(1945)	Bergenfield	Paul L. Hoffmeister
Bernards High School(1928)	Bernardsville	W. Ross Andre
Blair Academy for Boys(1928)	Blairstown	Ira A. Flinner, Ed.D.
Bloomfield Senior High School (1928)	Bloomfield	Harry M. Rice, Pd.D.
Bogota High School(1928)	Bogota	Robert Pollison
Boonton High School(1928)	Boonton	Leslie A. E. Booth
Bordentown—William McFarland Senior High School	Bordentown	George M. Dare
(1929-33; 1935)		
Bordentown Military Institute (Boys)	Bordentown	Harold Morrison Smith
(1928)		
Bound Brook High School(1928)	Bound Brook	G. Harvey Nicholls
Bridgeton High School(1931)	Bridgeton	Harry C. Smalley
Burlington High School	Burlington	Robert H. Ax
(1928-44; 1948)		
Butler High School(1945)	Butler	Eugene H. Van Vliet
Caldwell—Grover Cleveland High School	Caldwell	Vincent P. Thompson
(1928)		
Camden Catholic High School.(1934)	Camden 3	Sister Mary, S.M.
	(5 N. 7th St.)	
<i>Camden Public High Schools:</i>		
Camden Senior High School (1928)	Camden 3	Carleton R. Hopkins
	(Park & Baird Blvds.)	
Woodrow Wilson Senior High School(1947)	Camden 5	Walter O. Ettinger
Cape May High School	(3100 Federal St.)	
(1928-32; 1938)	Cape May	Paul S. Ensminger
Carteret High School(1929)	Carteret	Herman E. Horn
Carteret School for Boys(1928)	West Orange	Roy S. Claycomb
	(700 Prospect Ave.)	
Chatham High School(1939)	Chatham	Everett V. Jeter, Ph.D.
Clayton High School(1951)	Clayton	Granville S. Thomas
Cliffside Park Senior High School ...	Cliffside Park	William F. Steiner
(1930)		
Clifton High School(1928)	Clifton	Charles A. Berthold
Closter Junior-Senior High School ...	Closter	Wilbur W. Warfel
(1932)		
Collingswood Senior High School ...	Collingswood	Percy S. Eichelberger
(1928)		
Columbia Senior High School of South Orange and Maplewood ..(1928)	Maplewood	Robert Amsden
Cranford Junior-Senior High School.	Cranford	G. Frank Zimmerman
(1928)		
Dover High School(1928)	Dover	Louis Cronholm
Dumont High School(1939)	Dumont	Alfred W. Heath
Dunellen Junior-Senior High School..	Dunellen	Wilbur F. Bolen
(1938)		
Dwight Morrow Senior High School.	Englewood	Charles D. Wildrick
(1928)		

SCHOOL	LOCATION	HEAD
<i>East Orange Public High Schools:</i>		
Clifford J. Scott High School (1940)	East Orange (129 Renshaw Ave.)	Lemuel R. Johnston, Ph.D.
East Orange High School ... (1928)	East Orange (34 N. Walnut St.)	Lewis B. Knight
East Rutherford High School.. (1938)	East Rutherford	George L. Dierwechter
<i>Elizabeth Public High Schools:</i>		
Battin Senior High School (Girls).. (1928)	Elizabeth 2 (South & S. Broad Sts.)	Miss Helen G. Paulmenn
Thomas Jefferson Senior High School (Boys) (1931)	Elizabeth 4 (East Scott Place)	John E. Dwyer
Englewood School for Boys (1934-37; 1940)	Englewood	Marshall L. Umpleby
FairLawn Junior-Senior High School.. (1946)	FairLawn	Charles W. Mintzer
(Miss) Fine's School for Girls (1940-41; 1946)	Princeton	Miss Shirley Davis
Flemington High School (1928)	Flemington	Howard S. Apgar
Florence Township High School (1945)	Florence	Miss Marcella L. Duffy
Fort Lee Junior-Senior High School.. (1931)	Fort Lee	Lewis F. Cole
Franklin Junior-Senior High School.. (1944)	Franklin	Donald K. Bonney
Freehold High School (1928)	Freehold	Mrs. Lillian Laufer Wilbur
Frenchtown High School (1952)	Frenchtown	Bertram M. Light
Garfield High School (1928-41; 1947)	Garfield	A. Austin Travers
Glassboro High School (1931)	Glassboro	Mrs. Beatrice C. Johnson
Glen Ridge Junior-Senior High School (1928)	Glen Ridge	Alfred C. Ramsay
Gloucester City Junior-Senior High School (1928-33; 1936)	Gloucester City	Wendell Sooy
Hackensack Senior High School (1928)	Hackensack	Boutelle E. Lowe, Ph.D.
Hackettstown High School ... (1930)	Hackettstown	Joseph Risko
Haddonfield Memorial High School.. (1930)	Haddonfield	Thomas H. Skirm
Haddon Heights High School.. (1928)	Haddon Heights	Leonard B. Irwin, Ph.D.
Hamilton Township High School ... (1943)	Trenton 10 (Park & S. Clinton Aves.)	Harvey A. Hesser
Hammonton High School (1928)	Hammonton	Paul S. Gillespie
Harrison High School (1928)	Harrison	T. Gerard Manning
Hartridge School (Girls) (1933)	Plainfield	{ Miss Harriet Sleeper { Miss Barbara G. Hitchings
Hasbrouck Heights High School (1929)	Hasbrouck Heights	Mary E. S. Mohair, D.Ed.
Hawthorne High School (1936)	Hawthorne	George J. Geier
Highland Park High School .. (1940)	Highland Park	Crawford V. Lance
Hightstown High School (1928)	Hightstown	Melvin H. Kreps
Hillside High School (1930)	Hillside 5 (1085 Liberty Ave.)	Ruhl L. Custer
Hoboken—A. J. Demarest Senior High School (1928)	Hoboken	Arthur E. Stover
Hopewell Township Central High School (1950)	(4th, Garden and Bloomfield Sts.) Pennington	William DeWitt Fenton
Irvington High School (1928)	Newark 11 (1253 W. Clinton Ave., Irvington)	Lloyd E. Taylor
Jamesburg High School (1942)	Jamesburg	Clifford W. Parliment

SCHOOL	LOCATION	HEAD
<i>Jersey City Public High Schools:</i>		
Henry Snyder High School .. (1940)	Jersey City 5 (239 Bergen Ave.)	Emmett J. Campbell
James J. Ferris High School (1940)	Jersey City 2 (123 Coles St.)	John O'Regan
Lincoln High School (1928)	Jersey City 4 (60 Crescent Ave.)	Maxim F. Losi, Ed.D.
William L. Dickinson High School. (1928)	Jersey City 6 (Newark & Palisade Aves.)	James J. Connolly, Ph.D.
Kearny High School (1928)	Kearny (336 Devon St.)	George G. Mankey
Kimberley School for Girls, The (1928-34; 1947)	Montclair (201 Valley Rd.)	Miss Ethel M. Spurr
Lacordaire School (Girls) ... (1951)	Upper Montclair (155 Lorraine Ave.)	Sister Mary Madonna
Lakewood High School (1928)	Lakewood Lawrenceville Lawrenceville Leonia Leonia Linden Linden Little Falls Little Falls Little Falls—Passaic Valley High School (1947)	Walter L. Haley Allan Vanderhoef Heely Carl W. Suter Miss Lida M. Ebbert Edward T. Schneider, Ed.D.
Lodi High School (1939)	Lodi	Frank Gaciofano
Long Branch Senior High School ... (1928)	Long Branch	R. Preston Shoemaker, Jr.
Lower Camden County Regional High School (1947)	Box 27, Clementon	Frank N. Donahue
Lyndhurst High School (1930)	Lyndhurst	Eli A. Kane
Madison High School (1928)	Madison	Ward A. Shoemaker, Ph.D.
Manasquan High School (1935)	Manasquan	Marion C. Woolson, Ed.D.
Matawan High School (1951)	Matawan	John E. Bennett
Merchantville High School .. (1932)	Merchantville	William R. Flinn
Metuchen High School (1928)	Metuchen	Paul W. Schmidtchen
Middle Township High School (1928)	Cape May Court House.	Benjamin Deist
Middletown Township High School.. (1936)	Leonardo	William K. Megill
Millburn Junior-Senior High School.. (1928)	Millburn	Robert E. Faddis
Millville Memorial High School (1928-35; 1943)	Millville	William M. Bush
Montclair—College High School of the State Teachers College at Montclair (1935)	Montclair	Keith W. Atkinson
Montclair Academy for Boys .. (1928)	Montclair	Frederick W. Hackett
Montclair Senior High School. (1928)	Montclair	Harold A. Ferguson, Litt.D.
Moorestown Friends' School .. (1928)	Moorestown	Chester L. Reagan
Moorestown High School (1928)	Moorestown	Mary E. Roberts, Ph.D.
Morristown High School (1952)	Morristown	Maurice C. Wilson
Morristown School (Boys) ... (1933)	Morristown	Valleau Wilkie
Mount Holly—Rancocas Valley Regional High School (1928-35; 1938)	Mount Holly	Harry E. Wenrich
Mount Saint Dominic Academy (Girls) (1934)	Caldwell	Sister M. Germaine, O.P.
Mount Saint Mary's Academy (Girls) (1937)	Plainfield	Sister Mary Leonard, R.S.M.
Mountain Lakes Junior-Senior High School (1940)	Mountain Lakes	Robert J. Smith
Neptune Township High School (1928)	Ocean Grove	Harry A. Titcomb

SCHOOL	LOCATION	HEAD
New Brunswick Senior High School.. (1928)	New Brunswick	Robert C. Carlson
Newark Academy (Boys)(1928)	Newark 7	Donald H. Miller
	(215 First St.)	
<i>Newark Public High Schools:</i>		
Barringer High School(1928)	Newark 4	Roger B. Saylor, Pd.D.
	(49 Parker St.)	
Newark Central Commercial and Technical Senior High School. (1928)	Newark 4	Stanton A. Ralston
	(345 High St.)	
Newark East Side Commercial and Technical High School ..(1928)	Newark 5	Henry A. McCracken
	(238 Van Buren St.)	
Newark South Side High School... (1933)	Newark 8	Fred Landolphi, Ed.M.
	(80 Johnson Ave.)	
Newark Weequahic High School .. (1935)	Newark 8	Michael Conovitz
	(279 Chancellor Ave.)	
Newark West Side Senior High School	Newark 3	Francis B. Snavelly
(1929)	(425 S. Orange Ave.)	
Newton High School	Newton	Frederick L. Weaver
(1946)		
North Arlington Junior-Senior High School	North Arlington	Howard L. Bradford
(1944)		
North Plainfield High School..(1928)	Plainfield	Clarence M. Withers
	(Greenbrook Rd., North Plainfield)	
Nutley Senior High School(1928)	Nutley 10	Ehud Priestley, Ph.D.
Ocean City Junior-Senior High School (1928)	Ocean City	George W. Meyer
Orange High School	Orange	Robert M. Rodgers
(1923)		
Palmyra High School	Palmyra	Miss C. Elizabeth McDonell
(1930)		
Park Ridge High School	Park Ridge	Mrs. May Emmons Hallett
(1930)		
Passaic Senior High School ... (1928)	Passaic	Ollo A. Kennedy
<i>Paterson Public High Schools:</i>		
Paterson Central High School (1928)	Paterson 1	A. Reese Matteson
	(Hamilton St.)	
Paterson Eastside High School (1928)	Paterson 3	William H. Wilson
	(130 Park Ave.)	
Paulsboro High School (1928-33; 1936)	Paulsboro	James L. Olson
Peddie School, The (Boys) ... (1928)	Hightstown	Carrol O. Morong
Pemberton High School	Pemberton	John M. Delap
(1935)		
Pennington School for Boys	Pennington	Ira S. Pimm
(1930-34; 1937)		
Penns Grove—Regional High School.. (1952)	Penns Grove	Howard D. Brooks
Perth Amboy Senior High School (1928)	Perth Amboy	James Fraser Chalmers
Pingry School, The (Boys) ... (1928)	Elizabeth 3	E. Laurence Springer
	(87 Parker Rd.)	
Pitman High School	Pitman	Henry B. Cooper
(1928)		
Plainfield High School	Plainfield	Waldro J. Kindig
(1928)		
Pleasantville High School(1953)	Pleasantville	Justin Hess
Point Pleasant Beach High School .. (1939)	Point Pleasant	Arthur E. Whitcomb
Pompton Lakes High School ..(1943)	Pompton Lakes	William K. Gillespie
Princeton High School	Princeton	Harold A. Odell
(1932)		
Prospect Hill Country Day School for Girls	Newark 4	Albert A. Hamblen, Ph.D.
(1928)	(346 Mount Prospect Ave.)	

SCHOOL	LOCATION	HEAD
Rahway High School(1933)	Rahway	John H. Cooper
Ramsey High School(1939)	Ramsey	Guy W. Moore
Red Bank Catholic High School (1934)	Red Bank	Sister Mary Eleanor, R.S.M.
Red Bank Senior High School (1928)	Red Bank	Francis J. Hurley
Ridgefield Park High School..(1930)	Ridgefield Park	Frederic K. Shield
Ridgewood Senior High School (1928)	Ridgewood	Ellis D. Brown
Riverside High School(1950)	Riverside	Richard Dickinson
Roselle—Abraham Clark Junior-Senior High School(1932)	Roselle	Albert S. Peeling
Roselle Park High School(1928)	Elizabeth P. O. (Grant Ave., West, Roselle Park)	G. Hobart Brown
Roxbury Township High School (1938)	Succasunna	William A. Wackernagel
Rumson Junior-Senior High School.. (1940)	Rumson	Frank Lewis Weinheimer
Rutgers Preparatory School, The (Boys)(1928)	New Brunswick	Stanley Shepard, Jr.
Rutherford Senior High School (1928-35; 1940)	Rutherford	Rodney R. Robinson
Saint Benedict's Preparatory School (Boys)(1935)	Newark 2	Rev. Philip Hoover, O.S.B.
Saint John Baptist School (Girls)... (1935)	(520 High St.) Mendham	Sister Mary Barbara, C.S.J.B.
Saint Mary's Hall (Girls) ... (1936)	Burlington	Ernest J. W. Fennell
Saint Peter's College High School (Boys)(1930)	Jersey City 2	Rev. Paul J. Swick, S.J.
Salem High School(1952)	(144 Grand St.) Salem	Marie L. Oehrle
Sayreville High School(1946)	Sayreville	Miss Margaret Mary Walsh
Scotch Plains High School(1932)	Scotch Plains	Robert Adams, Jr.
Seton Hall Preparatory School (Boys) (1931)	South Orange	Rev. William J. Duffy
Somerville High School(1928)	(400 South Orange Ave.) Somerville	Randolf T. Jacobsen
Springfield—Union County Regional High School(1942)	Springfield	Warren W. Halsey
Stevens Hoboken Academy (1935; 1937)	Hoboken	Douglas Groff Cole
Summit Senior High School ... (1934)	(266 Fifth St.) Summit	Albert J. Bartholomew
Swedesboro High School(1928)	Swedesboro	Walter H. Hill
Teaneck Junior-Senior High School.. (1935)	Teaneck	Charles L. Steel, Jr.
Tenaflly Junior-Senior High School... (1928)	Tenaflly	Clifford L. Rall
Trenton Cathedral High School (Girls)(1940)	Trenton 8	Sister Mary Barbara, R.S.M.
Trenton Central Senior High School.. (1928)	(Bank St. & Chancery Lane) Trenton 9	Paul R. Spencer, Ph.D.
	(Hamilton Ave. & Chambers St.)	
<i>Union City Public High Schools:</i>		
Emerson High School(1929)	Union City	Joseph J. Maney
Union Hill High School(1928)	(318 18th St.) Union City	Harry S. Stahler
Union High School(1953)	(3800 Hudson Ave.) Union	Richard B. Vastine
Vail-Deane School (Girls) ... (1928)	Elizabeth 3	Miss Margaret S. Cummings
Verona—Henry B. Whitehorne Junior- Senior High School(1947)	(618 Salem Ave.) Verona	William H. Sampson

SCHOOL	LOCATION	HEAD
Vineland High School(1936)	Vineland	Miss Mary E. Rossi
Washington High School(1934)	Washington	William Manze
Weehawken Senior High School (1928)	Union City	George Becker
	(Liberty Place, Weehawken)	
West Orange Senior High School (1928)	West Orange	Raymond E. Hearn
Westfield Senior High School..(1928)	Westfield	Robert L. Foose
Westwood Junior-Senior High School (1939)	Westwood	Maurice A. Coppens
Wildwood High School(1931)	Wildwood	A. Edward Tedesco
Woodbridge High School(1928)	Woodbridge	John P. Lozo, Ph.D.
Woodbury High School(1928)	Woodbury	John R. Worrall
Wood-Ridge Junior-Senior High School(1943)	Wood-Ridge (Rutherford P. O.)	A. Edward DiMiceli
Woodstown High School(1928)	Woodstown	Arthur G. Martin
NEW YORK		
Academy of Mount Saint Vincent (Girls)(1944)	Tuxedo Park	Sister Mary Angelica, Ph.D., S.C.
Adelphi Academy (Boys)(1928)	Brooklyn 5, N. Y. C.... (282 Lafayette Ave.)	Robert L. Workman
Albany Academy, The (Boys) (1928)	Albany 2	Harry E. P. Meislahn
	(Academy Rd.)	
Albany Academy for Girls ... (1928)	Albany 10	Miss Rhoda Harris
	(155 Washington Ave.)	
Albany Senior High School...(1939)	Albany 3	Stanley E. Heason
	(141 Western Ave)	
Allendale School (Boys)(1943)	Rochester 18	Peter A. Schwartz
	(519 Allen's Creek Rd.)	
Aquinas Institute of Rochester (Boys) (1928)	Rochester 13	Rev. John H. O'Loane, C.S.B.
	(1127 Dewey Ave.)	
Barnard School for Boys(1928)	Bronx 71, N. Y. C.	Carrington Raymond
	(W. 24th St. at Fieldston)	
Barnard School for Girls(1930)	Bronx 33, N. Y. C. (554 Ft. Washington Ave.)	Mrs. Margaret D. Gillette
Berkeley Institute (Girls) ... (1928)	Brooklyn 17, N. Y. C. (181 Lincoln Place)	Mrs. Helen Burt Mason
Birch Wathen School(1936)	Manhattan 25, N. Y. C.... (149 W. 93rd St.)	Harrison W. Moore
Brighton High School(1949)	Rochester 18	Arthur E. Harris
Bronxville Junior-Senior High School (1945)	Bronxville 8	Frank Misner, Ph.D.
Brooklyn Friends School(1928)	Brooklyn 2, N. Y. C. (112 Schermerhorn St.)	Warren B. Cochran
Brooklyn Preparatory School (Boys) (1928)	Brooklyn 25, N. Y. C. .. (1150 Carroll St.)	Rev. William J. Farricker
Buffalo Seminary, The (Girls) (1928)	Buffalo 9	Miss Marion W. Smith
	(203 Bidwell Parkway)	
Calhoun School, The (Girls)..(1928)	Manhattan 25, N. Y. C.... (309 W. 92nd St.)	{ Miss Elizabeth Parmelee { Miss Beatrice S. Cosmey
Canisius High School of Buffalo (Boys)(1928)	Buffalo 9	Rev. Michael J. Costello, S.J.
	(1180 Delaware Ave.)	
Cathedral School of St. Mary (Girls) (1928)	Garden City	Mrs. Marion Reid Marsh
Chaminade High School (Boys) (1946)	Mineola, L. I.	Brother John T. Darby, S.M.

SCHOOL	LOCATION	HEAD
Collegiate School for Boys ... (1928)	Manhattan 24, N. Y. C.. (241 W. 77th St.)	Wilson Parkhill
Columbia Grammar School (Boys) .. (1928)	Manhattan 25, N. Y. C... (5 W. 93rd St.)	Frederic A. Alden
Columbia School of Rochester, The (Girls) (1940)	Rochester 7 (22 S. Goodman St.)	Mrs. Della E. Simpson
Corning Free Academy (1928)	Corning	Wilbur T. Miller
Cortland Junior-Senior High School.. (1929)	Cortland	Robert Doran
De Veaux School (Boys) (1928)	Niagara Falls	Rev. Morrison Brigham
Dobbs Ferry Junior-Senior High School (1935)	Dobbs Ferry	William Z. Lindsey
Dwight School (Boys) (1928)	Manhattan 16, N. Y. C... (72 Park Ave.)	Winton L. Miller, Jr.
Eastchester Junior-Senior High School (1941)	Tuckahoe 7 (White Plains Post Rd. at Stewart Place)	Douglas S. MacDonald
East Rochester Junior-Senior High School (1953)	East Rochester	L. C. Obourn
Emma Willard School (Girls) (1928)	Troy (Pawling Ave.)	{ Miss Anne Wellington { Miss Clemewell Lay
Female Academy of the Sacred Heart (Kenwood) (Girls) (1928)	Albany 2	Mother G. Bodkin, Ph.D., R.S.C.J.
Fieldston School of Ethical Culture Schools (1928)	Bronx 71, N. Y. C. (Fieldston Rd. & Spuyten Duyvil Parkway)	Luther H. Tate
Fordham Preparatory School (Boys) . (1928)	Bronx 58, N. Y. C. (East Fordham Rd.)	Rev. William J. Farricker, S.J.
Franklin School (Boys) (1928)	Manhattan 24, N. Y. C... (18 W. 89th St.)	Moe C. Spahn
Fredonia High School (1928)	Fredonia	Howard R. Bradley
Friends Seminary (1928)	Manhattan 3, N. Y. C. .. (15 Rutherford Place)	Alexander H. Prinz
Garden Country Day School.. (1935)	Queens, N. Y. C. (33-16 79th St, Jackson Heights)	Henry Roberts
Geneseo Central Junior-Senior High School (1951)	Geneseo	Albert O. Jenkins
Geneva High School (1928)	Geneva	Spurgeon B. Wuertenberger
Great Neck Junior-Senior High School (1928)	Great Neck	Ruel E. Tucker
Hackley School (Boys) (1933)	(Polo Rd.)	
Halsted School (1948)	Tarrytown	Frank R. Miller
Harley School (1932)	Yonkers 2	Mrs. Ruth S. Leonard
Hastings Junior-Senior High School.. (1928)	(229 North Broadway)	
Hempstead High School (1935)	Rochester 18	Lawrence W. Utter
Holy Angels Academy (Girls) (1946)	(1981 Clover St.)	
Horace Greeley Junior-Senior High School (1952)	Hastings-on-Hudson	Rowland H. Ross
Horace Mann School, The (1928)	Hempstead	William D. Beddow
Hornell High School (1928)	(70 Greenwich St.)	
Hudson High School (1928)	Buffalo 14	Sister Saint Mary, G.N.S.H.
Ithaca High School (1928)	(24 Shoshone Drive)	
	Chappaqua	Donald W. Miles
	Bronx 71, N. Y. C. (231 W. 246th St.)	Mitchell Gratwick, M.D.
	Hornell	Edward W. Cooke
	Hudson	Loyal D. McNeal
	Ithaca	Frank R. Bliss

SCHOOL	LOCATION	HEAD
Kew-Forest School(1928)	Queens, N. Y. C. (119-17 Union Turnpike at Austin St., Forest Hills)	James L. Dixon, Ed.D.
La Salle Military Academy (Boys).. (1936)	Oakdale	Brother Amian, F.S.C.
Lawrence High School(1933)	Lawrence	Cecil H. MaHood
Leonard School for Girls(1951)	Manhattan 25, N. Y. C.. (26 W. 94th St.)	Miss Florence M. Leonard
Lindenhurst Junior-Senior High School (1951)	Lindenhurst	Robert J. Little
Lockport Senior High School ..(1950)	(350 S. Wellwood Ave.) Lockport	Lloyd F. McIntyre
Locust Valley: Friends Academy (1928)	(East Ave.) Locust Valley	Merrill L. Hiatt
Long Beach High School(1934)	Long Beach	Joseph Borzilleri
Loyola School (Boys)(1928)	Manhattan 28, N. Y. C.. (980 Park Ave. at 83rd St.)	Rev. Peter J. Daly, S.J. Thomas Hemenway
McBurney School (Boys)(1929)	Manhattan 23, N. Y. C. .. (5 W. 63rd St.)	Joseph C. McLain
Mamaroneck Senior High School (1934)	Mamaroneck	Kendall B. Howard
Manhasset High School(1928)	Manhasset	John W. MacDonald
Manlius School (Boys)(1928)	(Memorial Place) Manlius	Chester S. Driver
Marcellus Central Junior-Senior High School(1934)	Marcellus	Mother Josephine, R.S.H.M.
Marymount Secondary School (Girls) (1928)	Tarrytown	Miss Elizabeth Brooke Cochran
Masters School, The (Girls) ..(1928)	Dobbs Ferry	Frederic P. Singer
Middletown High School(1938)	Middletown	Edward Pulling
Millbrook School for Boys(1942)	(120 Grand Ave.) Millbrook	Kenneth L. Rutherford
Monticello Junior-Senior High School (1936)	Monticello	Sister Alice Marie, S.S.J.
Mount Saint Joseph Academy (Girls) (1934)	Buffalo 8	Sister Mary Vincent, O.P.
Mount Saint Mary Academy (Girls) (1932)	(2064 Main St.) Newburgh	Howard G. Spalding, Ed.D.
Mount Vernon: A. B. Davis Senior High School(1932)	Mount Vernon	Sister M. Pauline, S.S.J., Ph.D.
Nazareth Academy (Girls) ... (1946)	Rochester 13	
<i>New York City Public High Schools:</i>		
<i>Bronx Borough:</i>		
Evander Childs High School (1928)	Rochester 13	
Samuel Gompers Vocational & Technical High School (Technical Division only) (1951)	(1001 Lake Ave.) Bronx 67, N. Y. C. (800 E. Gunhill Rd.) Bronx 62, N. Y. C. (455 Southern Blvd.)	Hymen Alpern, Ph.D. Edward N. Wallen
<i>Manhattan Borough:</i>		
Haaren High School(1929)	Manhattan 19, N. Y. C... (899 10th Ave. at 59th St.)	Arthur Franzen

SCHOOL	LOCATION	HEAD
Collegiate School for Boys ... (1928)	Manhattan 24, N. Y. C.. (241 W. 77th St.)	Wilson Parkhill
Columbia Grammar School (Boys).. (1928)	Manhattan 25, N. Y. C.. (5 W. 93rd St.)	Frederic A. Alden
Columbia School of Rochester, The (Girls) (1940)	Rochester 7 (22 S. Goodman St.)	Mrs. Della E. Simpson
Corning Free Academy (1928)	Corning	Wilbur T. Miller
Cortland Junior-Senior High School.. (1929)	Cortland	Robert Doran
De Veaux School (Boys) (1928)	Niagara Falls	Rev. Morrison Brigham
Dobbs Ferry Junior-Senior High School (1935)	Dobbs Ferry	William Z. Lindsey
Dwight School (Boys) (1928)	Manhattan 16, N. Y. C.. (72 Park Ave.)	Winton L. Miller, Jr.
Eastchester Junior-Senior High School (1941)	Tuckahoe 7 (White Plains Post Rd. at Stewart Place)	Douglas S. MacDonald
East Rochester Junior-Senior High School (1953)	East Rochester	L. C. Obourn
Emma Willard School (Girls) (1928)	Troy (Pawling Ave.)	{ Miss Anne Wellington { Miss Clemewell Lay
Female Academy of the Sacred Heart (Kenwood) (Girls) (1928)	Albany 2	Mother G. Bodkin, Ph.D., R.S.C.J.
Fieldston School of Ethical Culture Schools (1928)	Bronx 71, N. Y. C. (Fieldston Rd. & Spuyten Duyvil Parkway)	Luther H. Tate
Fordham Preparatory School (Boys).. (1928)	Bronx 58, N. Y. C. (East Fordham Rd.)	Rev. William J. Farricker, S.J.
Franklin School (Boys) (1928)	Manhattan 24, N. Y. C.. (18 W. 89th St.)	Moe C. Spahn
Fredonia High School (1928)	Fredonia	Howard R. Bradley
Friends Seminary (1928)	Manhattan 3, N. Y. C. .. (15 Rutherford Place)	Alexander H. Prinz
Garden Country Day School.. (1935)	Queens, N. Y. C. (33-16 79th St., Jackson Heights)	Henry Roberts
Geneseo Central Junior-Senior High School (1951)	Geneseo	Albert O. Jenkins
Geneva High School (1928)	Geneva	Spurgeon B. Wuertenberger
Great Neck Junior-Senior High School (1928)	Great Neck	Ruel E. Tucker
Hackley School (Boys) (1933)	(Polo Rd.)	
Halsted School (1948)	Tarrytown	Frank R. Miller
Harley School (1932)	Yonkers 2	Mrs. Ruth S. Leonard
Hastings Junior-Senior High School.. (1928)	(229 North Broadway)	
Hempstead High School (1935)	Rochester 18	Lawrence W. Utter
Holy Angels Academy (Girls) (1946)	(1981 Clover St.)	
Horace Greeley Junior-Senior High School (1952)	Hastings-on-Hudson	Rowland H. Ross
Horace Mann School, The (1928)	Hempstead	William D. Beddow
Hornell High School (1928)	(70 Greenwich St.)	
Hudson High School (1928)	Buffalo 14	Sister Saint Mary, G.N.S.H.
Ithaca High School (1928)	(24 Shoshone Drive)	
	Chappaqua	Donald W. Miles
	Bronx 71, N. Y. C. (231 W. 246th St.)	Mitchell Gratwick, M.D.
	Hornell	Edward W. Cooke
	Hudson	Loyal D. McNeal
	Ithaca	Frank R. Bliss

SCHOOL	LOCATION	HEAD
Kew-Forest School(1928)	Queens, N. Y. C. (119-17 Union Turnpike at Austin St., Forest Hills)	James L. Dixon, Ed.D.
La Salle Military Academy (Boys).. (1936)	Oakdale	Brother Amian, F.S.C.
Lawrence High School(1933)	Lawrence	Cecil H. MaHood
Leonard School for Girls(1951)	Manhattan 25, N. Y. C.. (26 W. 94th St.)	Miss Florence M. Leonard
Lindenhurst Junior-Senior High School (1951)	Lindenhurst	Robert J. Little
Lockport Senior High School ..(1950)	(350 S. Wellwood Ave.) Lockport	Lloyd F. McIntyre
Locust Valley: Friends Academy (1928)	(East Ave.) Locust Valley	Merrill L. Hiatt
Long Beach High School(1934)	Long Beach	Joseph Borzilleri
Loyola School (Boys)(1928)	Manhattan 28, N. Y. C.. (980 Park Ave. at 83rd St.)	Rev. Peter J. Daly, S.J. Thomas Hemenway
McBurney School (Boys)(1929)	Manhattan 23, N. Y. C. .. (5 W. 63rd St.)	Joseph C. McLain
Mamaroneck Senior High School (1934)	Mamaroneck	Kendall B. Howard
Manhasset High School(1928)	Manhasset	John W. MacDonald
Manlius School (Boys)(1928)	(Memorial Place) Manlius	Chester S. Driver
Marcellus Central Junior-Senior High School(1934)	Marcellus	Mother Josephine, R.S.H.M.
Marymount Secondary School (Girls) (1928)	Tarrytown	Miss Elizabeth Brooke Cochran
Masters School, The (Girls) ..(1928)	Dobbs Ferry	Frederic P. Singer
Middletown High School(1938)	Middletown	Edward Pulling
Millbrook School for Boys(1942)	(120 Grand Ave.) Millbrook	Kenneth L. Rutherford
Monticello Junior-Senior High School (1936)	Monticello	Sister Alice Marie, S.S.J.
Mount Saint Joseph Academy (Girls) (1934)	Buffalo 8	Sister Mary Vincent, O.P.
Mount Saint Mary Academy (Girls) (1932)	(2064 Main St.) Newburgh	Howard G. Spalding, Ed.D.
Mount Vernon: A. B. Davis Senior High School(1932)	Mount Vernon	Sister M. Pauline, S.S.J., Ph.D.
Nazareth Academy (Girls) ... (1946)	Rochester 13	
<i>New York City Public High Schools:</i>		
<i>Bronx Borough:</i>		
Evander Childs High School (1928)	Rochester 13	
Samuel Gompers Vocational & Technical High School (Technical Division only) (1951)	(1001 Lake Ave.) Bronx 67, N. Y. C. (800 E. Gunhill Rd.) Bronx 62, N. Y. C. (455 Southern Blvd.)	Hymen Alpern, Ph.D. Edward N. Wallen
<i>Manhattan Borough:</i>		
Haaren High School(1929)	Manhattan 19, N. Y. C... (899 10th Ave. at 59th St.)	Arthur Franzen

SCHOOL	LOCATION	HEAD
Hunter College Junior-Senior High School of the City of New York (Girls) ... (1929)	Manhattan 21, N. Y. C. ... (930 Lexington Ave.)	Cyril W. Woolcock, Ph.D.
Washington Irving High School for Girls ... (1928-37; 1951)	Manhattan 3, N. Y. C. ... (40 Irving Pl.)	Mary E. Meade, Ph.D.
<i>Queens Borough:</i>		
Grover Cleveland High School .. (1936)	Queens 27, N. Y. C. (2127 Himrod St., Ridgewood, Brooklyn 27)	Charles A. Tonsor, Ph.D.
New York Military Academy (Boys) (1932)	Cornwall-on-Hudson ...	T. Francis Reidy
Newark High School (1928)	Newark	Sidney L. MacArthur
Nichols School of Buffalo, The (Boys) (1928)	Buffalo 16 (Amherst & Colvin Sts.)	Philip M. B. Boocock
Nightingale-Bamford School, The (Girls) (1938)	Manhattan 28, N. Y. C. ... (20 E. 92nd St.)	Miss Edna Marion Hill
Northport High School (1929)	Northport (Laurel Ave.)	Miss Adelheid M. M. Kaufmann
Northwood School (Boys) (1928)	Lake Placid Club	Moreau C. Hunt
Notre Dame Academy (Girls) (formerly Academy of Our Lady of the Blessed Sacrament) (1950)	Richmond Boro., N. Y. C. (70 Howard Ave., Grymes Hill, Staten Island 1)	Sister Saint Mary Genevieve, C.de N.D. of M.
Oakwood School (1939)	Poughkeepsie	William W. Clark
Oneonta Senior High School (1928-30; 1935)	Oneonta	Charles A. Belden
Oswego High School (1932)	Oswego	Ralph M. Faust
Our Lady of Mercy High School (Girls) (1946)	Rochester 10 (1437 Blossom Rd.)	Sister M. Francesca, R.S.M.
Packer Collegiate Institute, The (High School Dept.) (Girls) (1928)	Brooklyn 2, N. Y. C. ... (170 Joralemon St.)	Paul David Shafer, Ph.D.
Park School of Buffalo (1928-34; 1944)	Buffalo 21 (115 North Harlem Rd., Snyder)	E. Barton Chapin, Jr.
Pelham Memorial Junior-Senior High School (1928)	Pelham 65	F. Hamilton Whipple
Penfield Central School (1953)	Penfield	Edwin L. Fisher
Pleasantville High School (1935)	Pleasantville	Harold Davey
Polytechnic Preparatory Country Day School, The (Boys) (1928)	Brooklyn 9, N. Y. C. ... (92nd St. & 7th Ave.)	J. Fowell Scull, Jr.
Port Washington Senior High School (1933)	Port Washington	William F. Merrill
Regis High School (Boys) (1928)	Manhattan 28, N. Y. C. . (55 E. 84th St.)	Rev. Thomas M. Harvey, S.J.
Rhodes School (1949)	Manhattan 19, N. Y. C. ... (11 W. 54th St.)	David Goodman
Riverdale Country School for Boys... (1928)	Bronx 63, N. Y. C. (Fieldston R. & 252nd St., Riverdale-on-Hudson)	John H. Jones
Riverdale Country School for Girls.. (1943)	Bronx 63, N. Y. C. (249th St. & Palisade Ave., Riverdale-on-Hudson)	Miss Miriam Denness Cooper
Robert L. Simpson High School (1928)	Huntington	Robert A. Cushman

SCHOOL	LOCATION	HEAD
<i>Rochester Public High Schools:</i>		
Benjamin Franklin Junior-Senior High School (1934)	Rochester 5 (950 Norton St.)	Willard A. Sabin
Charlotte Junior-Senior High School (1928-32; 1934)	Rochester 12 (4115 Lake Ave.)	Glenn M. Denison
Edison Technical and Industrial High School (Boys) (1947)	Rochester 5 (725 Clifford Ave.)	Howard S. Bennett
Jefferson Junior-Senior High School (1945)	Rochester 6 (Edgerton Park)	Arnold B. Swift
John Marshall High School (1928)	Rochester 13 (180 Ridgeway Ave.)	Elmer W. Snyder
Madison High School (1939)	Rochester 11 (101 Epworth St.)	Frank M. Jenner
Monroe High School (1929)	Rochester 7 (164 Alexander St.)	Miss Mary A. Sheehan
Rochester—East High School (1928)	Rochester 7 (410 Alexander St.)	William C. Wolgast
Rochester—West High School (1928)	Rochester 11 (501 Genesee St.)	C. Willard Burt
Rockville Center Southside Junior-Senior High School (1946)	Rockville Center	J. Dale McKibben
Rye Country Day School (1928)	Rye (Boston Post Rd. & Cedar St.)	Morton Snyder
Rye Junior-Senior High School (1928-32; 1935)	Rye (Parsons St.)	Miss Elizabeth Jean Brown
Saint Agnes School for Girls .. (1932)	Albany 4 (Loudenville Rd.)	Miss Blanche Pittman
Saint John's Preparatory School (Boys) (1934)	Brooklyn 6, N. Y. C. ... (82 Lewis Ave.)	Rev. John P. Cotter, C.M.
Saint Joseph's Normal Institute (Boys) (High School Dept.) (1942)	Barrytown	Brother Bertin Raymund, F.S.C.
Saint Mary's School, Mount Saint Gabriel (Girls) (1928)	Peekskill	Sister Mary Regina, C.S.M.
Saint Paul's School (Boys) (1928)	Garden City	Rev. Ernest Sinfield
Saint Walburga's Academic School (Girls) (1928)	Manhattan 31, N. Y. C. ... (630 Riverside Drive)	Mother Mary John, S.H.C.J.
Scarborough School (1928)	Scarborough	Thomas C. Schuller
Scarsdale Junior-Senior High School. (1942)	Scarsdale	Lester W. Nelson
Schenectady—Nott Terrace Senior High School (1943)	Schenectady 8	Roy E. Abbey
Sewanhaka High School (1935)	Floral Park (Tulip & Covert Aves.)	Harold W. Wright
Sherburne Central Junior-Senior High School (1928)	Sherburne	Thomas M. Lotz
Spence School (Girls) (1935)	Manhattan 28, N. Y. C. ... (22 E. 91st St.)	Mrs. Dorothy Brockway Osborne
Staten Island Academy (1928)	Richmond Borough, N. Y. C. (45 Wall St., Staten Island 1, New Brighton)	Harold Ely Merrick
Stony Brook School, The (Boys) (1928)	Stony Brook	Frank E. Gaebelein, Litt.D.
Suffern School of the Holy Child (Girls) (1947)	Suffern (Lafayette Ave.)	Sister Mary Columba, S.H.C.J.
Trinity Pawling School (Boys) (1951)	Pawling 1	Hugh C. Riddleberger
Trinity School (Boys) (1935)	Manhattan 24, N. Y. C. ... (139 W. 91st St.)	Matthew Edward Dann, L.H.D.

SCHOOL	LOCATION	HEAD
Tuckahoe Junior-Senior High School. (1938)	Tuckahoe 7 (Siwanoy Blvd.)	Edward A. Sinnott
Union Free High School(1953)	Harrison	Louis M. Klein
Valley Stream Central Junior-Senior High School(1934)	Valley Stream	Richard M. Udall
Walden School(1948)	Manhattan 24, N. Y. C... (1 W. 88th St.)	Vinal H. Tibbetts
Waterloo Junior-Senior High School. (1951)	Waterloo	Albert S. Brown
Waverly Senior High School..(1930)	Waverly	Clarke C. Gage
Wellsville Junior-Senior High School (1928)	Wellsville	James H. Gambell
Woodmere Academy(1928)	Woodmere	Horace M. Perry, Ph.D.
Xavier High School, The, of the College of St. Francis Xavier (Boys)(1928)	Manhattan 11, N. Y. C... (30 W. 16th St.)	Rev. Gerard F. Fagan, S.J.
PANAMA CANAL ZONE		
Balboa High School(1929)	Balboa Heights (704 Roosevelt Ave.)	Theodore F. Hotz
Cristobal Junior-Senior High School.. (1929)	Cristobal (Drawer GG)	Paul L. Beck
PENNSYLVANIA		
Abington Friends School (Girls) (1935)	Jenkintown	Howard W. Bartram
Abington Township Senior High School(1928)	Abington	Eugene B. Gernert
Academy of the New Church—Boys Academy(1927-37; 1948)	Bryn Athyn (Second St. Pike)	Richard R. Gladish
Academy of the New Church—Girls' Seminary(1953)	Bryn Athyn (Second St. Pike)	Miss Dorothy E. Davis
Academy of Notre Dame de Namur (Girls)(1930)	Villanova	Sister Marie Louis, S.N.D. de.N., Ph.D.
Academy of the Sisters of Mercy (Girls)(1931)	Gwynedd Valley, Montg. Co. (Sumneytown Rd.)	Sister Mary de la Salle, S.M.
Agnes Irwin School, The (Girls)... (1936)	Wynnewood (Lancaster Pike & Clothier Rd.)	Mrs. Anne F. Bartol
Allentown Central Catholic High School(1944)	Allentown (4th & Chew Sts.)	Rev. Henry J. Huesman
Allentown Senior High School (1932)	Allentown (17th & Turner Sts.)	Clifford S. Bartholomew
Altoona Senior High School...(1931)	Altoona	Joseph N. Maddocks
Ambler Joint Junior-Senior High School(1928)	Ambler	Clifford Kent Geary
Ambridge Senior High School (1931)	Ambridge (909 Duss Ave.)	Michael F. Serene
Aspinwall Junior-Senior High School. (1930)	Pittsburgh 15 (4th St. & Virginia Ave., Aspinwall)	Charles Arthur Sherman, Ed.D.
Athens High School(1953)	Athens	Irving W. Hazard
Avalon Junior-Senior High School... (1930)	Pittsburgh 2 (721 California Ave., Avalon)	John Roy Edwards, Jr.

SCHOOL	LOCATION	HEAD
Avonworth Junior-Senior High School (1934)	Pittsburgh 2 (200 Dickson Ave., Ben Avon)	Warren Hollenback
Baldwin School, The (Girls) (1928)	Bryn Mawr	Miss Rosamund Cross
Baldwin Township Junior-Senior High School (1943)	Pittsburgh 27 (376 Clairton Rd.)	Wilbert C. Brandtonies
Bangor Junior-Senior High School... (1936)	Bangor 4	Trevor Williams
Barrett Township High School (1937)	Cresco	Andrew W. Lewis
Beaver Falls Senior High School ... (1930)	Beaver Falls	J. Neal Mathews
Beaver Junior-Senior High School... (1928)	Beaver	Charles S. Linn
Bedford Junior-Senior High School.. (1936)	Bedford	Arthur V. Townsend
Bellevue Junior-Senior High School.. (1928)	Pittsburgh 2 (435 Lincoln Ave., Bellevue)	Robert H. Ruthart
Bensalem Township Junior-Senior High School (1932)	Cornwells Heights Library	Russell Stuble
Bethel Borough Junior-Senior High School (1953)	(R. D. #1)	R. W. Hartlieb
Bethlehem—Liberty Senior High School (1947)	Bethlehem	Charles A. Klein
Biglerville Junior-Senior High School (1928)	Biglerville	Leslie V. Stock
Birdsboro Junior-Senior High School. (1950)	Birdsboro	John Herbein
Blairsville Junior-Senior High School (1929)	Blairsville	Hughes Brininger
Boiling Springs High School .. (1953)	Boiling Springs	Kermit M. Stover
Boyertown Junior-Senior High School (1933)	Boyertown	Lawrence E. Grim
Braddock Senior High School (1951)	Braddock	Lawrence S. Reardon
Bradford Senior High School (1928)	Bradford	George A. Bell
Brentwood Junior-Senior High School (1943)	Pittsburgh 27 (3500 Brownsville Rd.)	H. Clark Metcalfe
Bridgeville Junior-Senior High School (1950)	Bridgeville	H. H. John Colton, Ph.D.
Bristol Junior-Senior High School .. (1933)	Bristol	David L. Hertzler
Brookville Junior-Senior High School (1928)	Brookville	Donald McKelvey
Butler High School (1951)	Butler	William T. Bean, Ph.D.
California Senior High School (1934)	California	William H. First
Camp Hill Junior-Senior High School (1928-33; 1943)	Camp Hill	Donald E. Enders
Canton Borough Junior-Senior High School (1928)	(24th & Chestnut Sts.) Canton	John P. Livezey
Carlisle Junior-Senior High School .. (1930)	Carlisle	Mark N. Burkhardt
Carson Long Institute (Boys). (1929)	New Bloomfield	Edward F. Grubbs
Cecilian Academy, The (Girls). (1942)	Philadelphia 19 (138-144 W. Carpenter's Lane)	Sister M. Agnes Isabel, S.S.J.
Central Bucks Joint Junior-Senior High School (1929)	Doylestown	Arthur T. Reese
Chambersburg High School .. (1941)	Chambersburg	Ralph I. Shockey
Charleroi Senior High School . (1929)	Charleroi	David L. Glunt

SCHOOL	LOCATION	HEAD
Cheltenham Township Senior High School(1928)	Philadelphia 17 (High School Rd. & Montgomery Ave., Elkins Park)	Lloyd W. Ashby, Ed.D.
Chester High School(1945)	Chester	Karl E. Agan
Clairton Senior High School ..(1928)	Clairton	Evert F. Stabler, Ph.D.
Clarion Joint Senior High School(1950)	Clarion	Walter J. Doverspike
Clarks Summit—Abington Joint Junior-Senior High School (1928)	Clarks Summit	Arthur E. Minnier
Clearfield Area Joint Senior High School(1936)	Clearfield	W. Howard Mead
Clifton Heights Junior-Senior High School(1941)	Clifton Heights	Joseph K. Lindsay
Coatesville—S. Horace Scott High School(1928)	Coatesville	William Muthard
Collingdale Senior High School (1934)	Collingdale	Harry H. Mercer
Convent School of the Sacred Heart (Girls)(1930)	Philadelphia 31 (City Line & Haverford Rd., Overbrook)	Mother M. McNally, R.S.C.J.
Convent School of the Sacred Heart, Eden Hall (Girls)(1928)	Philadelphia 14 (Grant Ave. bel. Frankford, Torresdale)	Mother Jean R. Levis, R.S.C.J.
Coraopolis Senior High School (1929)	Coraopolis	Joseph E. Johnson
Crafton Borough Junior-Senior High School(1928)	Pittsburgh 5 (Crafton Blvd.)	Edwin B. Leaf
Cresson Borough Junior-Senior High School(1951)	Cresson	F. K. Shields, Ed.D.
Darby Senior High School(1928)	Darby	J. Wallace Saner
Delone Catholic High School(1953)	McSherrystown	Rev. William R. Lyons
Donora Senior High School ..(1950)	Donora	Michael Herk
Dormont High School(1928)	Pittsburgh 16 (Annapolis Ave., Dormont)	Clarence E. Glass
Downingtown Joint Junior-Senior High School(1935)	Downingtown	Samuel M. Evans
DuBois Senior High School ..(1929)	DuBois	Elton J. Mansell
Duquesne Senior High School (1950)	Duquesne (South 3rd St.)	Ray Y. Henry
East Donegal Township Junior-Senior High School(1947)	Maytown	J. Wade Bingeman, D.Ed.
East Pittsburgh Junior-Senior High School(1936)	East Pittsburgh	William A. McCune
East Stroudsburg Senior High School(1935)	East Stroudsburg	Ralph O. Burrows
Easton Junior-Senior High School(1928)	Easton	Edward Tracy
Ebensburg-Cambria High School(1932)	Ebensburg	E. M. Johnston
Elizabethtown Borough Junior-Senior High School(1951)	Elizabethtown	Randall F. Clemens
Ellis Country School (Girls) (1936)	Newtown Square	Arnold E. Look, Ph.D.
Ellis School, The (Girls)(1928)	Pittsburgh 32 (5607 Fifth Ave.)	Miss Marjorie Llewellyn Tilley
Emmaus Junior-Senior High School(1950)	Emmaus (525 North St.)	Allen F. Heller
Episcopal Academy, The (Boys)(1928)	Philadelphia 31 (City Line & Berwick Rd.)	Greville Haslam, L.H.D.

SCHOOL	LOCATION	HEAD
Erie Cathedral Preparatory School for Boys(1948)	Erie (225 W. 9th St.)	Msgr. Robert B. McDonald
<i>Erie Public High Schools:</i>		
Academy Junior-Senior High School(1928)	Erie (29th at State St.)	W. Edwin Coon
Erie East Junior-Senior High School(1930)	Erie (Brandes & Atkins Sts.)	Harold D. Leberman
Strong Vincent Junior-Senior High School(1931)	Erie (1330 W. 8th St.)	Hamilton C. Gillespie
Ford City Junior-Senior High School(1930)	Ford City	Raymond E. Miller
Forty Fort Junior-Senior High School(1930)	Forty Fort	Leon C. Bubeck
Fountain Hill High School(1953)	Bethlehem	Elmer F. Greene
Franklin Junior-Senior High School(1951)	Franklin	Harry F. Newell
Freeland Mining and Mechanical Institute (Boys) (1929-31; 1936)	Freeland	Lambert E. Broad
George School(1928)	George School	Richard H. McFeely
Germantown Academy (Boys) (1928)	Philadelphia 44 (S. W. Cor. School Lane & Greene St.)	Richard W. Day, Ph.D.
Germantown Friends School ..(1928)	Philadelphia 44 (Germantown Ave. & Coulter St.)	Burton P. Fowler, Ped.D.
Gettysburg High School(1930)	Gettysburg	Guile W. Lefever
Girard College (High School) (Boys) (1928)	Philadelphia 21 (Corinthian & Girard Aves.)	Wilfred B. Wolcott, Jr., Ph.D.
Glen-Nor Junior-Senior High School(1931)	Glenolden	Russell E. Bamberger
Greensburg High School(1930)	Greensburg	Samuel W. Jacobs
Grier School, The (Girls) ... (1928)	Tyrone	Thomas C. Grier
Grove City Joint Consolidated High School(1949)	Grove City	Harland Jay Surrena
Hamburg Borough Junior-Senior High School(1936)	Hamburg	Charles E. Price
Hampton Township Junior-Senior High School(1949)	Allison Park	Howard F. Jack
Hanover Senior High School ..(1948)	Hanover	Ray W. Gray
Harrisburg Catholic High School(1953)	Harrisburg (2200 Market St.)	Rev. Walter H. Shaul
<i>Harrisburg Public High Schools:</i>		
John Harris Senior High School ..(1928)	Harrisburg (25th & Market Sts.)	Horace G. Geisel, Pd.D., Ed.D.
William Penn Senior High School ..(1928)	Harrisburg (6th & Division Sts.)	Francis G. Wilson
Hatboro-Horsham Junior-Senior High School(1943)	Hatboro	Charles S. Jones
Hatfield Joint Junior-Senior High School(1950)	Hatfield	Laura M. Trexler
Haverford School, The (Boys) (1928)	Haverford	Leslie Richard Severinghaus
Haverford Township Senior High School(1928)	Havertown (Brookline, Upper Darby)	Oscar Granger
Hawley Senior High School ..(1936)	Hawley	Maurice H. Bobst
Hazleton Senior High School ..(1928)	Hazleton	Bruce F. Lamont

SCHOOL	LOCATION	HEAD
Hill School, The (Boys) (1928)	Pottstown	James I. Wendell, LL.D.
Hollidaysburg Senior High School ... (1939)	Hollidysburg	Griff Jones
Homestead Senior High School (1931-37; 1944)	Homestead	Dwight H. Conner
Honesdale Junior-Senior High School (1940)	Honesdale	Paul Brock
Indiana Joint Senior High School .. (1928)	Indiana	Jesse A. Lubold
Irwin Borough Junior-Senior High School (1949)	Irwin	John W. Clawson
Jeannette High School (1932)	Jeannette	John Maclay
Jenkintown Borough Junior-Senior High School (1930)	Jenkintown	Requa W. Bell
Johnstown Central Senior High-School (1930)	Johnstown (Cor. Somerset & Napoleon Sts.)	Charles E. Boyer
Kane High School (1928)	Kane	Paul R. Miller
Kennett High School (1938)	Kennett Square	Milman E. Prettyman
Kingston High School (1932)	Kingston	Burton W. Hankey
Kiskiminetas Springs School, The (Boys) (1929)	Saltsburg	Lloyd M. Clark, D.Sc.Ed.
Kittanning High School (1953)	Kittanning	Burt Dunmire
Kutztown Junior-Senior High School (1944)	Kutztown	Harry B. Yoder
La Salle College High School (Boys) (1931)	Philadelphia 41 (20th St. & Olney Ave.)	Brother E. Francis, F.S.C.
Lancaster Catholic High School (1936)	Lancaster (650 Juliette Ave.)	Rev. Bernard V. Mattern
Lancaster—John Piersol McCaskey Senior High School (1939)	Lancaster (N. Reservoir St.)	Benjamin B. Herr
Lankenau School for Girls (1930-36; 1948)	Philadelphia 44 (3201 W. Schoolhouse Lane)	Sister Lydia Fischer
Lansdale Joint Senior High School (1931)	Lansdale	Herman L. Bishop
Lansdowne Junior-Senior High School (1928)	Lansdowne (Essex & Green Aves.)	Joseph D. Moore
Latrobe High School (1928)	Latrobe	David A. Snyder
Lawrence Park Junior-Senior High School (1939)	Erie (Morse St., Lawrence Park)	Daniel V. Skala
Lebanon Senior High School .. (1928)	Lebanon	Charles E. Gaskins
Leetsdale Borough Junior-Senior High School (1931)	Leetsdale	R. A. McNamara
Lehighon High School (1932)	Lehighon	Daniel I. Farren
Lewisburg Joint Secondary School .. (1947)	Lewisburg	Robert E. Beckman
Lewistown Joint Junior-Senior High.. School (1936)	Lewistown	Ralph H. Maclay
Lincoln Junior-Senior High School .. (1928)	Midland	Wilbur P. Dershimer
Linden Hall School for Girls.. (1928)	Lititz	Byron K. Horne, D.D.
Lititz Borough Junior-Senior High School (1928)	Lititz	G. Marlin Spaid
Lock Haven Senior High School (1931)	Lock Haven	Reagan I. Hoch
Lower Merion Senior High School (1931)	Ardmore	George H. Gilbert
Lower Moreland Junior-Senior High School (1952)	Huntingdon Valley	George S. Robinson

SCHOOL	LOCATION	HEAD
McKeesport High School(1943)	McKeesport (Bailey & Cornell Sts.)	Howard C. McElroy, Ph.D.
Mahanoy City Junior-Senior High School (1943)	Mahanoy City (500 E. Center St.)	Robert T. Cook
Malvern Preparatory School (Boys) (1945)	Malvern	Rev. Francis L. Dennis, O.S.A.
Manheim Township Junior-Senior High School(1935)	Neffsville	Arthur R. Ott
Manor-Millersville High School (1929)	Millersville	A. Landis Brackbill
Marywood Seminary for Girls (1928)	Scranton 9 (2300 Adams Ave.)	Sister Mary Alphonsus, I.H.M.
Mater Misericordiae Academy (Girls) (1928)	Merion	Sister Benedict Mary, R.S.M.
Mauch Chunk Borough Junior-Senior High School (1930)	Mauch Chunk (Centre & Pine Sts.)	Miss Mary F. Bevan
Meadville High School(1951)	Meadville	Albert J. Bender
Mechanicsburg Junior-Senior High School (1932)	Mechanicsburg	Carl C. Graham
Media Junior-Senior High School .. (1933)	Media	John K. Barrall
Melrose Academy (Girls) ... (1952)	Philadelphia 26 (Melrose Park)	Sister Regina Marie, G.N.S.H.
Mercersburg Academy, The (Boys).. (1928)	Mercersburg	Charles Sanford Tippetts, Ph.D.
Mercyhurst Seminary (Girls) (1933)	Erie (501 E. 38th St.)	Sister Jean Marie, R.S.M.
Milford Junior-Senior High School.. (1928)	Milford	Ira C. Markley
Millcreek Junior-Senior High School. (1930)	Erie (R.D. 2)	Bruce A. Goodrich
Milton Hershey School (Boys) (formerly Hershey Industrial School)(1936)	Hershey (R.D. 2)	W. Allen Hammond
Milton S. Hershey Junior-Senior High School(1935)	Hershey	George D. Lange
Minersville Junior-Senior High School (1932)	Minersville	William J. Murphy
Mohnton Junior-Senior High School.. (1940)	Mohnton	Ira P. Hoffman
Monaca Senior High School .. (1939)	Monaca 1	Eudore G. Groleau
Monessen High School(1950)	Monessen (6th & Reed Ave.)	K. Fife Sterrett
Moon Township Junior-Senior High School(1948)	Coraopolis (R.D. 4)	J. Herbert Brooks
Moravian Preparatory School..(1934)	Bethlehem (Heckewelder Pl.)	J. Walter Gapp
Moravian Seminary for Women (1942)	Bethlehem (Rural Route #1)	Miss Lillie Turman
Morrisville Junior-Senior High School (1932)	Morrisville	E. Leonard Caum
Mount Carmel Joint Senior High School(1948)	Mount Carmel (3rd & Market Sts.)	Vincent W. McHail
Mount Joy Borough Junior-Senior High School(1928)	Mount Joy	Wilbur I. Beahm
Mount Lebanon Senior High School.. (1933)	Pittsburgh 28 (Cochran Rd., Mount Lebanon)	Joseph F. Keifer

SCHOOL	LOCATION	HEAD
Mount Penn Junior-Senior High School (1930)	Reading (25th & Filbert Sts., Mt. Penn)	Roscoe H. Ward
Mount Pleasant Junior-Senior High School (1933)	Mount Pleasant	C. Kensey Dillon
Mount Saint Joseph Academy (Girls) (1928)	Philadelphia 18 (Germantown & North- western Aves., Chestnut Hill)	Mother M. Denis Marie, S.S.J.
Muhlenberg Township Junior-Senior High School (1931)	Laureldale	Kermit H. Schmehl
Muncy-Muncy Creek Junior-Senior High School (1948)	Muncy	LaRue C. Williamson
Munhall Junior-Senior High School.. (1928)	Munhall	Max W. Wherry
Nazareth Academy (Girls) ... (1951)	Philadelphia 14 (Grant & Frankford Aves., Torresdale)	Sister M. Tarsitia, S.H.F.N.
Nazareth Area Joint Senior High School (1937)	Nazareth	Lee A. Graver
Neshaminy Junior-Senior High School (1951)	Langhorne	Oliver S. Heckman, Ph.D.
Nether Providence Township Junior-Senior High School (1936)	Wallingford	Park A. Hess
New Cumberland Junior-Senior High School (1932)	New Cumberland	S. P. Bomgardner
New Holland Junior-Senior High School (1934)	New Holland	John T. Auld
New Kensington Junior-Senior High School (1928)	New Kensington	W. L. Jefferson
Newtown—Council Rock Junior-Senior High School (1945)	Newtown	Norman Kratz
Norristown Senior High School (1928)	Norristown (Markley St. & Coolidge Blvd.)	Lewis V. Kost
North East Joint High School (1937)	North East	E. C. Davis
North Wales Junior-Senior High School (1942)	North Wales	Gerald G. Hottenstein
Northampton Area Joint Junior-Senior High School (1932)	Northampton	Norman A. Laub
Oakmont Senior High School (1943-45; 1951)	Oakmont (5th St. & Pa. Ave.)	Charles J. Cooper
Oil City Senior High School.. (1949)	Oil City	Carl H. Townsend
Oley Township Junior-Senior High School (1940)	Oley	Frederick H. Stauffer
Otto Junior-Senior High School (1938)	Duke Centre	Arthur E. Wilmarth
Our Lady of Mercy Academy (Girls) (1941)	Pittsburgh 13 (3333 5th Ave.)	Sister M. Gertrude, R.S.M.
Overbrook School for the Blind (1952)	Philadelphia 31 (64th St. & Malvern Ave.)	Josef G. Cauffman
Palmerton Junior-Senior High School (1928)	Palmerton	Donald W. Denniston
Pen Argyl Area Joint Junior-Senior High School (1951)	Pen Argyl	Allen H. Jackson
Penn Hall Preparatory School (Girls) (1928)	Chambersburg (1455 Phila. Ave.)	Sarah Wooten Briggs, Ph.D.
Penn Township Senior High School.. (1951)	Pittsburgh 21 (Box 33, Duff Rd., Verona)	Joseph E. Wherry, Ed.D.

SCHOOL	LOCATION	HEAD
Pennsbury Junior-Senior High School (1951)	Yardley	Richard L. Currier
Pennsylvania Military Preparatory School (Boys) ..(1929-44; 1948)	Chester	Chester H. Sloat
Perkiomen School for Boys ... (1928)	(14th & Chestnut Sts.) Pennsburg	Stephen W. Roberts
Phelps School (Boys) (1952)	Malvern	Norman T. Phelps
Philadelphia Friends Central School. (1928)	Philadelphia 31	Merrill E. Bush
Philadelphia Friends Select School... (1928)	(68th St. & City Line) Philadelphia 3	J. Theodore Peters
	(17th St. & Parkway)	
<i>Philadelphia Public High Schools:</i>		
Abraham Lincoln High School (1953)	Philadelphia 36	Charles H. Williams
Benjamin Franklin High School (Boys) (1941)	(Rowland & Ryan Aves.) Philadelphia 30	I. Lewis Horowitz, Ph.D.
Frankford Senior High School (1928)	(Broad & Green Sts.) Philadelphia 24	John W. Hitner
	(Oxford Ave. & Wakeling St.)	
Germantown Senior High School .. (1928)	Philadelphia 44	Charles R. Nichols
	(Germantown Ave. & High St.)	
John Bartram Senior High School.. (1941)	Philadelphia 42	William M. Duncan
Kensington Senior High School for Girls (1928)	(67th St. & Elmwood Ave.) Philadelphia 25	Mrs. Marie K. Longshore
	(Amber & Cumberland Sts.)	
Olney High School (1932)	Philadelphia 20	Andrew S. Haines
	(Front St. & Duncannon Ave.)	
Overbrook Senior High School (1928)	Philadelphia 31	H. Morgan Ruth
	(59th St. & Lancaster Ave.)	
Philadelphia Central High School (Boys) (1928)	Philadelphia 41	William H. Cornog, Ph.D.
Philadelphia High School for Girls (1928)	(Ogontz & Olney Aves.) Philadelphia 31	Mrs. Dorothy B. Crawford
	(17th & Spring Garden Sts.)	
Philadelphia Northeast Senior High School (Boys) (1928)	Philadelphia 33	Charles A. Young
Philadelphia Standard Evening High School (1947)	(8th St. & Lehigh Ave.) Philadelphia 30	Joseph Zucker
Roxborough Senior and Junior High School (1928)	(Broad & Green Sts.) Philadelphia 28	Wilbur C. DeTurk
	(Ridge Ave. & Fountain St.)	
Simon Gratz Senior High School .. (1930)	Philadelphia 40	E. Carl Werner, Ph.D.
	(17th & Luzerne Sts.)	
South Philadelphia Senior High School for Boys (1928)	Philadelphia 48	Matthias H. Richards
	(Broad & Jackson Sts.)	
South Philadelphia Senior High School for Girls (1928-37; 1942)	Philadelphia 48	Elmer Field, Ed.D.
	(2101 S. Broad St.)	
West Philadelphia Senior High School (1928)	Philadelphia 39	George Montgomery
	(48th & Walnut Sts.)	
William Penn Senior High School for Girls (1928)	Philadelphia 30	Miss Margaret Reed
	(15th & Wallace Sts.)	

SCHOOL	LOCATION	HEAD
<i>Philadelphia Roman Catholic Diocesan High Schools:</i>		
John W. Hallahan Catholic Girls High School (1929)	Philadelphia 3 (19th & Wood Sts.)	Sister Mary Rita Edward, I.H.M.
Little Flower Catholic High School for Girls (1945)	Philadelphia 40 (10th & Lycoming Sts.)	Sister Mary Daniel, S.S.J.
Notre Dame Catholic Girls High School (1947)	Moylan-Rose Valley (Manchester Ave.)	Sister Genevieve Mary, S.N.D. deN.
Philadelphia Northeast Catholic High School for Boys .. (1936)	Philadelphia 24 (Kensington & Torresdale Aves.)	Rev. John F. Tocik, O.S.F.S.
Philadelphia Southeast Catholic High School for Boys .. (1939)	Philadelphia 47 (7th & Christian Sts.)	Rev. Julian C. Resch, O. Praem.
Saint Thomas More Catholic Boys High School (1947)	Philadelphia 31 (47th & Wyalusing Ave.)	Rev. Joseph G. Cox, J.C.D., LL.D.
West Philadelphia Catholic Girls High School (1930)	Philadelphia 39 (45th & Chestnut Sts.)	Sister M. Irmina, I.H.M.
West Philadelphia Catholic High School for Boys (1932)	Philadelphia 39 (49th & Chestnut Sts.)	Brother Daniel Henry, F.S.C.
Pine Grove Borough Junior-Senior High School (1947)	Pine Grove	Miss Mabel M. Greenawalt
Pittsburgh Central District Catholic High School (Boys) (1932)	Pittsburgh 13 (4720 Fifth Ave.)	Brother E. Anthony, F.S.C., Ph.D.
<i>Pittsburgh Public High Schools:</i>		
Allegheny Senior High School (1929)	Pittsburgh 12 (810 Sherman Ave.)	Roy T. Mattern
Carrick Junior-Senior High School. (1928)	Pittsburgh 10 (125 Parkfield St.)	Roy J. Matthias
David B. Oliver Junior-Senior High School (1928)	Pittsburgh 12 (2200 Brighton Rd., N.S.)	Frank H. Herrington
Fifth Avenue Junior-Senior High School (1928)	Pittsburgh 19 (1800 Fifth Ave.)	Ralph Scott
George Westinghouse Junior-Senior High School (1928)	Pittsburgh 8 (Murtland Ave. & Monticello St.)	Arthur R. Dean
Peabody High School (1928)	Pittsburgh 6 (N. Beatty & Margaretta Sts.)	Homer Clark Bower
Perry Junior-Senior High School.. (1928)	Pittsburgh 14 (Perrysville Ave. & Semicir St.)	David R. Douglas
Pittsburgh South Junior-Senior High School (1928)	Pittsburgh 3 (S. 10th & Carson Sts.)	James E. Shannon
Samuel P. Langley Junior-Senior High School (1928)	Pittsburgh 4 (Sheraden Blvd., Charters & Robina Sts.)	Harry Davis Book
Schenley High School (1928)	Pittsburgh 13 (Bigelow Blvd. & Center Ave.)	Bernard J. McCormick
South Hills High School (1928)	Pittsburgh 11 (Ruth & Eureka Sts.)	Fred W. Glaser
Taylor Allerdice Junior-Senior High School (1931)	Pittsburgh 17 (Shady & Forward Aves.)	James D. McClymonds
Pottstown Senior High School (1932)	Pottstown (Penn & Chestnut Sts.)	Stanley I. Davenport, Jr.

SCHOOL	LOCATION	HEAD
Pottsville Junior-Senior High School. (1930)	Pottsville	Miles S. Kiehner
Prospect Park Borough Junior-Senior High School (1933)	Prospect Park	Russell L. Williams
Punxsutawney Junior-Senior High School (1947)	Punxsutawney	Nelson H. Boyd
Quakertown Junior-Senior High School (1932)	Quakertown	Amos Franklin Hunsberger
Radnor Township Junior-Senior High School (1928)	Wayne	Miss Mary H. Carter
Ravenhill Academy of the Assumption (Girls) (1950)	Philadelphia 44 (3480 W. Schoolhouse Lane)	Rev. Mother Frances Margaret, C.A.
Reading Central Catholic High School (1948)	Reading (Hill Rd. & Clymer St.)	Rev. Raymond J. Leichner
Reading Senior High School .. (1928)	Reading (13th & Douglass Sts.)	Earl A. Master
Red Lion Junior-Senior High School. (1928)	Red Lion	Edgar C. Moore
Ridley Park Junior-Senior High School (1929)	Ridley Park	David H. Bining
Ridley Township Junior-Senior High School (1948)	Folsom	Ralph B. Sharer
Rittenhouse Square Academy of Notre Dame deNamur (Girls) .. (1951)	Philadelphia 3 (206 S. 19th St.)	Sister Rita Angela, S.N.D. deN.
Rochester Senior High School (1928)	Rochester	Fenton H. Farley
Rostraver Township High School ... (1953)	Pricedale	Fred F. Herman
Royersford Junior-Senior High School (1933)	Royersford	Oliver C. Kuntzleman
Saint Benedict Academy (Girls) (1928)	Erie (345 E. 9th St.)	Sister M. Theophane, O.S.B.
Saint John Kanty College High School (Boys) (1928)	Erie (3002 E. 8th St. Blvd.)	Rev. Casimir V. Kiczuk, C.M.
Saint Joseph's High School (Boys) .. (1928)	Philadelphia 21 (18th & Thompson Sts.)	Rev. William F. Graham, S.J.
Saint Leonard's Academy of the Holy Child (Girls) (1930)	Philadelphia 4 (3833 Chestnut St.)	Mother Mary Celestine, S.H.C.J.
Saint Mary's Academy (Girls) (1937)	Philadelphia 41 (5401 Old York Rd.)	Mother Miriam Loretto, S.S.J.
Saint Mary's Catholic High School .. (1932)	Saint Marys	Rev. Donald Haggerty, O.S.B.
Saint Rosalia High School (Girls) .. (1938)	Pittsburgh 7 (430 Greenfield Ave.)	Sister M. Rebecca, I.H.M.
Saint Vincent Preparatory School (Boys) (1944)	Latrobe	Rev. Egbert Donovan, O.S.B.
Sayre Area Joint Junior-Senior High School (1932)	Sayre	Judson F. Kast
Scranton Central High School (1928)	Scranton 10 (Vine St. & Washington Ave.)	Albert T. Jones
Sellersville-Perkasie Joint Junior-Senior High School (1932)	Perkasie	Howard M. Nase
Sewickley High School (1931)	Sewickley	W. Henry Beighlea
Shady Side Academy (Boys) .. (1928)	Pittsburgh 15 (Fox Chapel Rd.)	Rev. Erdman Harris
Shaler High School (1946)	Glenshaw	Miss Mary Ruth Jeffery
Shamokin Area Joint Junior-Senior High School (1950)	Shamokin	Paul Swank

SCHOOL	LOCATION	HEAD
Sharon Senior High School ... (1950)	Sharon (Case Ave.)	Stanley N. Carrier
Sharon Hill Junior-Senior High School (1934)	Sharon Hill	Hugh K. Johnston
Sharon Hill School of the Holy Child Jesus (Girls) (1929)	Sharon Hill	Mother Mary Henry, S.H.C.J.
Shillington Junior-Senior High School (1929)	Shillington	Luther A. Weik
Shipley School, The (Girls) .. (1928)	Bryn Mawr	Miss Margaret Bailey Speer
Shippensburg Senior High School ... (1945)	Shippensburg	Harold E. Hench
Slippery Rock Campus Junior-Senior High School of the Slippery Rock State Teachers College ... (1935)	Slippery Rock	Clarence M. Long
Solebury School (Coed) (1951)	New Hope	William Pendleton Orrick
Souderton Junior-Senior High School (1935)	Souderton	E. M. Crouthamel
Southmont Junior-Senior High School (1939)	Johnstown (307 State St., Southmont Boro)	Wilbur C. Wolf
Spring City Junior-Senior High School (1939)	Spring City	Kenneth Whitney
Springdale High School (1952)	Springdale	Alfred Jacques
Springfield Township Junior-Senior High School of Delaware County (1937)	Media (Leamy Ave. & Rolling Rd., Springfield)	Richard K. Smith
Springfield Township Junior-Senior High School of Montgomery County (1928)	Philadelphia 18 (Hillcrest Ave., east of Bethlehem Pike)	Richard C. Ream
Springside School (Girls) ... (1934)	Philadelphia 18 (Norwood & E. Chestnut Aves.)	Miss Eleanor E. Potter
State College Junior-Senior High School (1940)	State College	Theodore R. Kemmerer
Steelton Junior-Senior High School.. (1928)	Steelton	Charles William Eisenhart
Stevens School for Girls (1930)	Philadelphia 44 (143 W. Walnut Lane)	Miss Yvonne G. Cameron
Stroudsburg Junior-Senior High School (1928)	Stroudsburg	Alfred W. Munson
Sunbury Senior High School.. (1934)	Sunbury	Frederick Padgett
Swarthmore Junior-Senior High School (1928)	Swarthmore	William M. Bush
Swissvale Senior High School (1928)	Swissvale, Pittsb. 18 ...	John C. Weichel
Tarentum Junior-Senior High School (1928)	Tarentum 4	Charles C. Stoops
Temple University High School (1928)	Philadelphia 21 (1417 Diamond St.)	Hugh Ernest Harting
Titusville Senior High School (1932)	Titusville	Erwin F. Bitters
Towanda Valley Joint Junior-Senior High School (1948)	Towanda	Loyd M. Trimmer
Tredyffrin-Easttown Joint Senior High School (1928)	Berwyn	B. Anton Hess, Ph.D.
Troy Junior-Senior High School (1929)	Troy	William Ralph Croman
Tunkhannock Borough Junior-Senior High School (1928)	Tunkhannock	Miss Helen Crompton
Turtle Creek Senior High School ... (1944)	Turtle Creek	F. Loyd Hazleton

SCHOOL	LOCATION	HEAD
Uniontown Senior High School (1933)	Uniontown	Rodney D. Mosier
Unionville Joint Consolidated High School (1953)	Unionville	James L. Adams
Upper Darby Senior High School ... (1928)	Upper Darby	James E. Nancarrow, D.Ed.
Upper Merion Township Junior-Senior High School (1945)	King of Prussia	Robert R. Strine
Upper Moreland Township Junior-Senior High School (1946)	Willow Grove	Walton E. Landes
Upper Perkiomen Joint High School.. (formerly East Greenville High School) (1950)	Pennsburg	Mark H. Layser
Valley Forge Military Academy (Boys) (1932)	Wayne	Major Gen. Milton G. Baker
Villa Maria Academy (Girls) (1932)	Erie	Sister Emilene, S.S.J.
Villa Maria Academy (Girls) (1928)	(W. 8th St.)	Sister Mary Catherine Louise, I.H.M.
Villa Maria High School (Girls) ... (1928)	Malvern	Sister Mary Honora, S.H.H.M.
Warren Senior High School .. (1928)	Villa Maria	Floyd W. Bathurst
Waynesboro Junior-Senior High School (1942)	Warren	Paul E. Shull
Wellsboro Junior-Senior High School (1935)	Waynesboro	Allen W. Lewis
West Chester Senior High School ... (1929)	Wellsboro	Harold H. Wingert
West Reading Junior-Senior High School (1928)	West Chester	Edwin B. Yeich
West View Junior-Senior High School (1948)	West Reading	W. S. Luke
West York Junior-Senior High School (1928)	Pittsburgh 29	Palmer E. Poff
Westmont-Upper Yoder High School. (1928)	(Chalfonte & Perry Highway)	John S. Peifer
West Shore Joint Junior-Senior High School (1950)	York	George E. Hendricks
(formerly Lemoyne Junior-Senior-High School)	(1731 W. Phila. St.)	
Westtown School (1928)	Johnstown	Daniel D. Test, Jr.
Whitehall Township Junior-Senior High School (1952)	(827 Diamond Blvd. at Luzerne St.)	George D. Steckel
<i>Wilkes-Barre Public High Schools:</i>		
Elmer L. Meyers Junior-Senior High School (1933)	Lemoyne	J. Franck Dennis
G. A. R. Memorial Junior-Senior High School (1930)	Westtown	Stanley R. Henning
James M. Coughlin High School... (1928)	Hokendauqua	Francis Tyson Truscott
Wilkesburg Senior High School (1930)	Wilkes-Barre	Edward F. Ege
William Penn Charter School (Boys) (1928)	(341 Carey Ave.)	John Flagg Gummere, Ph.D.
Williamsport Senior High School ... (1928)	Wilkes-Barre	LeRoy F. Derr, D.Ed.
	(Grant & Lehigh Sts.)	
	Wilkes-Barre	
	(N. Washington St.) ...	
	Pittsburgh 21	
	(747 Wallace Ave., Wilkesburg)	
	Philadelphia 44	
	(School Lane & Fox St.)	
	Williamsport 19	
	(1046 W. 3rd St.)	

SCHOOL	LOCATION	HEAD
Wilson Borough Junior-Senior High School(1928)	Easton (22nd St. & Washington Blvd., Borough of Wilson)	Arthur L. Garner
Wilson Junior-Senior High School of Spring Township(1945)	West Lawn	Clayton D. Rehner
Wyoming Seminary(1928)	Kingston	Ralph W. Decker, Ph.D.
Wyomissing Junior-Senior High School(1928)	Wyomissing	Allen W. Rank
Yeadon Junior-Senior High School..(1939)	Lansdowne P. O. (Baily Rd. & Cypress St., Yeadon)	Martin H. Cronlund
York Catholic High School(1953)	York (459 W. King St.)	Rev. Joseph P. Kealy
York—William Penn Senior High School(1928)	York (Beaver St. & College Ave.)	Edward A. Glatfelter, Ed.D.
SWITZERLAND		
International School of Geneva (1936)	Geneva (La grande Boissiere, 62 route de Chêne)	F. Alfred Roquette

N.B.: In case the headship of a school changes prior to December 1, 1953, please notify us.

LIST OF ACCREDITED SCHOOLS FOR AMERICAN DEPENDENTS ABROAD

The list of schools given below are schools for American children abroad accredited by the North Central Association under a cooperative arrangement with the other regional accrediting associations. It is hoped that credentials from students taking work in these schools will be considered in the same way as those from any of the schools on the list of Accredited Schools of the Middle States Association.

SCHOOL	LOCATION	HEAD
Burtonwood USAF Dependents'	Burtonwood, England ...	Thomas H. Richardson
Thomas A. Roberts American	Berlin, Germany	Eunice S. Chute
Bremerhaven American	Bremerhaven, Germany .	Russell L. Brown
Clark Air Force Base	Clark Air Force Base, Philippines	Louis D. Scoble
Frankfurt American	Frankfurt, Germany	Sidney M. Crowder
Fukuoka American	Fukuoka, Japan	Elizabeth E. Tierney
Heidelberg American	Heidelberg, Germany ...	Mildred A. Linck
Linz Dependents'	Linz, Austria	William J. Waters, Sr.
Misawa Dependents'	Misawa, Japan	Dorothianne M. Hering
Munich American	Munich, Germany	Roy T. Diduk
Nagoya American	Nagoya, Japan	Ruben B. Sundgren
Nurnberg American	Nurnberg, Germany	Russel H. Stickney
Okinawa American	Okinawa, Ryukyus Island	Willard J. Howland
Osaka American	Osaka, Japan	Bill Max Mathis
Paris American	Paris, France	Jean Matthew
Ramey Air Base	Ramey Air Base, Puerto Rico	Capt. Ronald A. Downing, USAF
Sendai American	Sendai, Japan	Thomas J. Petrus
Tokyo American—Meguro	Tokyo, Japan	Roland W. Peterson
Tokyo American—Narimasu	Tokyo, Japan	T. W. Hoffman
Trieste American Dependents'	Trieste	Frank DeMartine
General H. H. Arnold American	Wiesbaden, Germany ...	Harry K. Heiges
Yokohama American	Yokohama, Japan	Sigvart L. Rugland

MEMBERSHIP ORGANIZATIONS

JANUARY 1, 1953

ORGANIZATION	LOCATION	HEAD
Baltimore City Department of Education	Baltimore, Md.	William H. Lemmel, Supt.
Delaware Department of Public Instruction	Dover, Del.	George W. Miller, Jr.
Elizabeth Department of Education ..	Elizabeth, N. J.	J. Harry Adams, Supt.
High School Principals Association ..	New York 58	Morris Meister
	(120 E. 184th St.)	
Jersey City Superintendent of Schools	Jersey City, N. J.	James E. Reynolds
Jesuit Educational Association,	Fordham University	Joseph G. Glose, S.J.
New York Province		
New Jersey Department of Public Instruction	Trenton, N. J.	Paul Loser
Pennsylvania State Department of Public Instruction	Harrisburg, Pa.	Francis B. Haas
State Department of Education	Baltimore, Md.	Thomas G. Pullen, Jr.
University of the State of New York..	Albany, N. Y.	Lewis A. Wilson, Acting

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Eugene F. Bradford	Cornell University	Ithaca, N. Y.
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W. Wistar Comfort	Haverford College	Haverford, Pa.
Roy J. Deferrari	Catholic Univ. of America	Washington, D. C.
Frederick C. Ferry	324 Hart Street	New Britain, Conn.
Richard M. Gummere	Harvard University	Cambridge, Mass.
E. Duncan Grizzell	Univ. of Pennsylvania ..	Philadelphia, Pa.
Galen Jones	U. S. Office of Education	Washington, D. C.
George Wm. McClelland	Univ. of Pennsylvania ..	Philadelphia, Pa.
David A. Robertson	501 Overhill Road	Baltimore, Md.
Harry A. Sprague	State Teachers College .	Montclair, N. J.
Charles C. Tillinghast	Ridgewood Road	Wilton, Conn.
Levering Tyson	200 E. 66th Street	New York City
George A. Walton	20 S. 12th Street	Philadelphia, Pa.
David E. Weglein	2610 N. Charles Street ..	Baltimore, Md.
William E. Weld	c/o Wells College	Aurora, N. Y.
William A. Wetzel	12 Belmont Circle	Trenton, N. J.
Stanley R. Yarnall	5337 Knox Street	Philadelphia, Pa.

